

CURRICULUM JOURNAL

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News Paragraphs

Curriculum Is Continuously Revised at San Bernardino. The San Bernardino City Schools have adopted a policy of constant revision of their curriculum. The responsibility for leadership is in the hands of the Director of Secondary Education, Miss Elsie Gibbs, and the Director of Elementary Education, Miss Lava Sughrue. They work with curriculum committees throughout the school year and in the summer, revising the scope and sequence of the curriculum activities. A coordinating committee is composed of representative administrators from the kindergarten through the twelfth grade. Since the program has been going on for the past ten years, it is at present rather well defined, though constant changes are being made. Recently the pattern of major learning experiences from the kindergarten through high school has been outlined, including the ideals of education and the experiences which the normal child may have throughout his school life. An attempt has been made to cross subject-matter lines and interpret experiences only in terms of large areas. Attention has been focused on developing techniques in radio education, visual education, field trips, and the like.

Program of Instructional Improvement in Berwyn. At the beginning of the present school year, District 98 of the Berwyn Public Schools started a program to improve instructional practices and provide for growth on

the part of the professional staff. Through general staff meetings of all teachers in the system and small group meetings, a philosophy of education was cooperatively developed. It emphasizes the social functions of a school operating in a democratic society and indicates that these functions can be best performed by the maximum development of the individual child. Primary, intermediate, and upper grade teachers met in their respective groups and worked out specific instructional objectives which were consistent with the group philosophy. A list of classroom activities based on experience was compiled and presented as suggested procedures which might be used to attain the objectives. All teachers were encouraged to experiment with new activities which promised to contribute to children's understanding of democratic living. At the present time each teacher evaluates her everyday classroom practices in terms of the group philosophy. It is to be hoped that this program of evaluation will be continuous and that the growth of the teachers and the improvement of the curriculum will also be continuous.

Curriculum Activities in Perth Amboy, New Jersey. The work in curriculum improvement in the Perth Amboy, New Jersey, schools has been done by the local staff, teachers, supervisors, and principals. In the high school the outstanding accomplishments have been in health education, home economics, and mathematics. In experiments extending over several

years in the mathematics classes, it was found that ability grouping, accompanied by adaptation of content and method to pupil ability as the sole criterion, was unsatisfactory. In cooperation with the New Jersey State Mathematics Syllabus Committee and other high schools, a three-track course based on broader foundations has been worked out and is now offered: the usual sequence of academic courses, plus mathematical analysis, for students preparing for professional or semiprofessional careers; a three-year course for students definitely preparing for non-professional careers, based upon life situations likely to be met by the average non-professional citizen in the home, shop or small business, community, and recreational or reading activities; an adapted course of study based on the ninth-year non-academic course, for low ability pupils and pupils deficient in the fundamentals of arithmetic.

Revision of English in Chelsea, Massachusetts. In September, 1938, the superintendent of schools appointed a committee to revise the course of study in English. The analysis brought out the need for a more carefully organized course developed step by step from grade one to twelve. The English work planned in the new course of study provides experiences in English to meet the immediate and future needs of the students in speaking, reading, and writing. Much of the speech work is social and practical in nature, including such activities as social conversation, telephone conversation, interviews and conferences, discussion, questions and answers, organizations, and special occasion speeches.

Literature is organized around ideas rather than by types or periods. Some books are studied carefully in class and many are read by the student. The student is taught how to get the most out of a book through group instruction and is led to read similar books by himself. Two kinds of writing are done: the more practical kind, including social letters, business letters, news stories, reports, and opinions; creative writing stimulated by observation, imagination, or reflection.

Changes in Elementary School Geography in Dubuque, Iowa. Previous to 1940, the fifth and sixth grades included a study of the entire world in geography. It was felt that this was asking too much of eleven- and twelve-year-old children and that the load should be reduced. As a result the program has been revised. In the study of his own United States, the fifth grade child meets the human-use or work regions, each one characterized by specific adjustments to the natural environments; later, the expanding centers and regions into which activities are extended. Units for the fifth grade include: introduction to the United States, lumbering, fishing, grazing, mining, agriculture, manufacturing, transportation, and cities of the United States. Units for the sixth grade include: the outlying possessions of the United States, Iowa, Canada, Latin America, Central America, and South America. A syllabus has been prepared for each grade, featuring suggested activities and problems for each unit. A variety of geographies and other sources of information are used, together with an extended bibliography included in the syllabus. The fifth

and sixth grade program includes only the Western Hemisphere. The balance of work in geography is now a part of the junior high school curriculum (seventh grade).

Curriculum Development in Schenectady. The development of a social studies program in Grades 7-9 illustrates the general procedure of curriculum development in the Schenectady, New York, Public Schools. Donnal V. Smith, Professor of Education in Social Studies at the New York State College for Teachers in Albany, laid the foundation of the program in a series of addresses on what he calls his "frame of reference." Doctor Smith worked with groups of teachers in setting up a series of units consecutively numbered, which begin in the seventh grade and run through the ninth. Last year a revision of the units was made, based on the experience in handling the initial product. A full-time supervisor of social studies is now working on a course of study for senior high schools.

Recent Developments in White Plains High School. The White Plains, New York, high school has practically doubled its enrollment in the last ten years. At the same time the student body has changed from one which was predominantly college preparatory to one in which the majority will complete their formal education with high school graduation or will get further education in the form of short courses in business or mechanical fields. The school has sought to meet the needs of these students in two different ways. In history, English, and social studies parallel courses have been set

up which are less academic in content and geared more directly to the daily experience of the students. The work in industrial arts and household arts has been expanded. Music and art courses have been generously elected by the general course students. Applied mathematics, applied science, and family relationships courses have sought to give directly practical instruction. The school is now offering for the first time vocational training in the following fields: automotive mechanics, horticulture, food trades, and retail selling. This unusual combination of trades has been selected to fit the occupational pattern of this commuter's community. In each course enrollment is limited to the number for whom there is definite prospect of employment. It is expected that whenever student interest develops and placement opportunities warrant, other vocational courses will be added.

Curriculum Improvement in Green Bay, Wisconsin. The entire group of about one hundred twenty-five teachers, principals, and directors in the elementary schools of Green Bay, Wisconsin, has been engaged in a four-year curriculum study in social studies. This study has extended from the first through the sixth grade. Six social studies guides for the elementary grades mark the present stage of progress in schoolroom practices in social studies teaching. It is significant that every step of curriculum development was closely associated with everyday teaching. On March 1, 1941, these flexible experience groups of social studies materials were compiled and are now ready for distribution. The group is now engaged in a study of

curriculum development in arithmetic. This year is being spent in a study of the field of arithmetic. The group is comparing its practices with the best reported practices in the teaching of arithmetic in preparation for the development of a cooperative arithmetic guide for the Green Bay Schools.

Lynchburg Shares in the Virginia State Program. When state-wide curriculum revision in Virginia was begun in the fall of 1931, one hundred per cent of Lynchburg teachers participated in the study program to which the first year was devoted. As the program developed, the Lynchburg system was represented in various phases of the preparation, evaluation, and revision of curriculum materials. No effort was made by the Lynchburg teachers to develop printed curriculum materials of their own. Instead, the state course of study was used as a guide in their work. In no building in Lynchburg is the revised course of study followed completely, nor is it followed by any teacher. However, there is probably no teacher whose work has not been influenced in some measure by this program. The state department of education is giving leadership now to a program of professional study on a state-wide basis, one part of which is to be some revision of the course of study now in use preparatory to reprinting. The Lynchburg teachers will participate in this study.

Home and Family Living in Stamford, Connecticut. Home and family living is a vastly more important and inclusive program than the old courses in domestic science. Therefore, the

Stamford, Connecticut, schools are embarking on such a program which they rightly regard as a fundamental part of the defense program. The pattern of instruction is based upon fundamental needs. In all the redirection of secondary education, the first task is to determine the goals. The program is based on the assumption that the critical approach and the enumeration of defects is not going to restore family life, but the positive approach through the school will do more for society and morality in building sound attitudes for better homes than the work of all the other social agencies put together. Stamford is facing its problems realistically and with the purpose of producing better citizens.

Revision of Mathematics in New Rochelle, New York. A recent outline of a suggested program in mathematics was issued by the New Rochelle Public Schools in response to recommendations made by teachers of mathematics. The proposed program in mathematics was prepared by an enlarged committee during the school year of 1940-1941. The publication embodies the suggestions and recommendations made in the survey and by experts who read the survey report. This sixty-five-page outline contained suggestions grouped for kindergarten, grades one and two; grades three and four; and grades five, six, and seven. This grouping is to provide opportunity for overlapping from grade to grade, thus helping to take care of individual needs. For each group of grades there is: 1. a suggested program in brief, 2. a section on developing concepts, 3. a mathematical vocabulary appropriate to the grades, 4. sug-

gested activities and experiences as gathered from New Rochelle classroom teachers. These activities are illustrated by pictures taken in the classrooms.

Bay City, Michigan, Faculty Studies the Curriculum. Central High School, Bay City, Michigan, has been carrying forward a Curriculum Faculty Study during the past six years. Democratic procedures have been followed exclusively and the results are somewhat encouraging. Thorough studies of educational objectives and curriculum development techniques have been made. At present a faculty of seventy members is divided into six working groups in the areas of citizenship, correlation of subject fields, activity program, assemblies, community relations, and new courses. As a result of the studies, new courses have been offered in remedial reading, general mathematics, modified English, and human relations. Departmental lines have been broken down to a considerable extent. This year brief course of study outlines in all courses in the senior and junior high schools are being developed to assist teachers in rethinking their work.

Summer School Workshops at the University of Colorado. The University of Colorado will conduct a three-division workshop during the 1941 summer quarter. One division is for those wishing to work on developing courses of study materials or on other problems of curriculum. Another division is for counselors, advisers, and others interested in guidance, and a third for administrators. In charge of the curriculum laboratory will be Dr. Derwood Baker, Superintendent of

Schools at Boulder, Colorado. Assistant director will be Miss Mildred Biddick of the Denver schools and a former member of workshop staffs at the University of Michigan and the University of Denver. The guidance workshop will be operated with the following staff: Dr. Gilbert Wrenn of the University of Minnesota; Miss Eloise Ward, Dean of Women at Southeastern Colorado Junior College at Lamar; Mr. Laurence Ross, Boys' Adviser of the Greenville, South Carolina, High School; and Professors John B. Schoolland, Clifford Houston, and Harl Douglass of the Colorado staff. Assisting Dr. Calvin Grieder, who is in charge of this administrative laboratory, will be eight of the local and visiting staff, including Dr. Arthur W. Clevenger of the University of Illinois; Dr. Harl Douglass, Director of the College of Education of the University of Colorado; and Superintendent Ralph Jenkins of the Englewood, Colorado, schools.

Curriculum Conference at the University of Kansas. Major Areas of Living Which Modern Schools Should Emphasize in Curriculum Development will be the theme of the second annual Curriculum Conference at the University of Kansas, June 17, 18, 19, and 20. The conference is a joint enterprise of the State Teachers Association and the University. The principal speakers will be: W. H. Kilpatrick, Editor, *Frontiers of Democracy*; Carleton Washburne, Superintendent of Schools, Winnetka, Illinois; Eli C. Foster, Director of Secondary Education, Tulsa, Oklahoma; and Charles Spain, State Teachers College, Florence, Alabama. Five major areas have been

selected for intensive consideration by five study groups. These areas are: (1) "Learning the Ways of Democracy," (2) "The Problems and Needs of Youth," (3) "Education and Economic Well-Being in American Democracy," (4) "Home and Family Living," and (5) "Your Community: Its Provisions for Health, Education, Safety, Welfare." The study groups will convene on each afternoon of the conference.

Activities in Cranston, Rhode Island, Public Schools. A teacher of speech has been added to the staff whose duty it is to work not only for the correction of defects, but also for their prevention. Weekly trips to the Rhode Island School of Design have been added to the work in art for sixth grade pupils. Instruction in reading has been adapted to the needs of the children, regardless of their grade placement. The course in social studies for the junior high school grades has been revised by a committee of teachers. The course in English is in the process of revision.

Summer Conferences for Supervisors. In cooperation with local institutions, the Department of Supervisors and Directors of Instruction of the National Education Association has planned the following conferences to be held during the coming summer: *How to Develop Wholesome Personality Through the School Program*, Teachers College, Columbia University, New York City, July 7-19; *The Pupil, the Community, and the Curriculum*, University of Denver, Colorado, July 7-18; *Life in the Rural Community*, University of North

Carolina, Chapel Hill, June 12-July 19; *Democratic Guidance of Teachers in the Modern School*, University of California at Los Angeles, California, July 14-25.

Workshops at Washington State College. Workshops in commercial education and in home economics will be conducted at the State College of Washington, Pullman, from June 23 to August 15. Enrollment for four to eight weeks will be possible. S. J. Wanous of the University of Arizona is in charge of the workshop in commercial education. Current problems relating to advanced methods, curriculum, evaluation, placement and follow-up in the fields of accounting, business English, general business training, office practice, shorthand and typewriting will be studied. In addition to the members of the regular home economics staff, the home economics workshop includes consultants from other departments in curriculum, evaluation, visual aids, personnel, and consumer education.

Recent Numbers of Building America. America's dependence upon rubber in the present emergency and in the post-war period is discussed in the fourth unit of *Building America* for the current year. The publication tells the story of the discovery of rubber, its manufacture, and of the growth of the American rubber business into a major industry. One whole section is a pictorial study of how a tire is made. The possibility of a loss of America's rubber supply is studied. This is followed by a consideration of the development of new sources in the Western Hemisphere

and the manufacture of synthetic rubber. The fifth unit of *Building America* for the current year deals with the radio arts. It discusses how radio problems are built and produced, radio workers and what they earn, government regulation of radio, and what makes radio a big business. *Building America* is a publication of the Society for Curriculum Study and is distributed by the Americana Corporation, 2 West Forty-Fifth Street, New York City.

Curriculum Conference at Peabody College. The theme of the annual curriculum conference which will be held at Peabody College on July 24, 25, and 26 is "Democratic Living in a Critical Time." Three mornings will be devoted to general meetings on the following subjects: resources for the defense of democracy; advancing America's cultural gains; and building morale in a democratic nation. Following the general session in the morning, discussion groups will be held in the afternoon on specific aspects of the broad theme of the day.

Brief Items. Robert S. Gilchrist, who was Principal of Greeley High School for the past five and a half years, has accepted a position as Chief of the Educational Relations Section of the Division of Student Work of the National Youth Administration. * * * Committees of teachers in the Fitchburg, Massachusetts, public schools have revised all the courses of study in Grades 1 through 6 within the last three years. Committees of

secondary teachers are now in the process of revising courses in Grades 7 through 12. * * * Rawl I. Grigsby has been appointed to the position of Educational and Technical Consultant in Curriculum Problems in the United States Office of Education. He was formerly Director of Secondary Schools in Des Moines, Iowa. * * * The University of Arkansas summer session has received a grant of \$2,500 from the General Education Board for a curriculum workshop in the conservation of natural resources and in directing a seminar for college teachers of conservation. * * * "Adapting the Curriculum to Individual Differences" will be the emphasis in the Curriculum Institute which will be held at the University of Minnesota, April 24, 25, and 26. * * * The *Propaganda Analysis Packets*, containing about twenty-five pieces, are issued monthly. Each packet is built around one of the leading controversial issues of the day. The price is \$1.00 from the Institute for Propaganda Analysis, 211 Fourth Avenue, New York City. * * * Beginning with the academic year, 1941-42, students from junior colleges will be considered for admission to undergraduate standing at Harvard University on an equal basis with those transferring into the undergraduate body from liberal arts and engineering schools. * * * A field course in comparative education, including a trip into six states of Central Mexico, will be conducted this summer by P. R. Hershey, University College, Northwestern University, 313 East Chicago Avenue, Chicago, Illinois.

THE CURRICULUM AND THE CRISIS IN DEMOCRACY

By JESSE H. NEWLON

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THE CURRICULUM OF the American school is deeply involved in the world crisis through which we are now living. From the beginning, the free school was dedicated to a great political and social purpose. The American people are now faced with the gravest of decisions. What shall be the shape of the new social order that is emerging? We want to build the democratic way of life securely into this new order.

The causes and the implications of *The Crisis* are very complex, and the purposes of our discussion require only that we look briefly at some of its outstanding characteristics. It arises, first of all, from acute economic maladjustments. Modern technology has actually brought an economy of abundance within reach, but our economic system has been unable to cope adequately with devastating depressions and chronic unemployment, to bring security within reach of all sections of the population. The totalitarian state emerged as one solution, particularly in those countries that had suffered severe economic exhaustion as a result of the first World War. The Russian Revolution was carried out in the name of democracy, but the Soviet dictatorship has now become as totalitarian and as ruthless as the Nazi and Fascist dictatorships.

The economic crisis has precipitated a critical political crisis. It is a startling and stubborn fact that parliamentary government in Italy and Germany and other Fascist countries was destroyed when it was unable to cope satisfactorily with the economic situa-

tion. Democracy is now fighting with its back to the wall in the Old World, and is brought into jeopardy in the New World, for the Americas are deeply involved in the outcome of the war.

Only an informed people can understand the crisis and find a democratic solution to its problems. Popular education faces the severest test in its history. The curriculum of the school is at the very center of the educational problem. What, then, is the curriculum situation today, as the American people gird themselves for the defense of democracy in this time of grave uncertainty and fears, and also of hope?¹

The first four decades of the twentieth century will stand out as a well-defined period in future histories of American education. We must now critically and very honestly appraise the development of this period as the first step in putting our educational house in order to meet the challenge of the crisis. The period was marked by great advances and also by its inadequacies. On the credit side certain gains stand out very clearly.

(1) The methods of science and of exact scholarship were brought to bear on educational problems with rewarding results. There is general recognition now that while education involves choices that cannot be made by quantitative methods, the scientific method is nonetheless indispensable in the formulation of policy as well as in the development of techniques.

¹The discussion to this point has been condensed from a considerably longer manuscript.

(2) We know today much more about the nature of human behavior, about the individual and his needs, than we knew forty years ago, as the result of the epochal developments in educational psychology, and of the contributions of sociology, anthropology, and other social sciences to education.

(3) Education is seen today much more clearly as a social process that involves profound social choices and consequences. The philosophy of experimentalism, rooted in democracy and the scientific method, has given us a much firmer foundation for a democratic education than existed in the nineteenth century. The comparative study of cultures and of education has contributed to our understanding of the social function and nature of the educative process.

(4) In line with this new knowledge and thought, education has been brought much closer to social needs. The culture and its problems have become increasingly the subject matter of education in the more progressive schools.

(5) The methods of education are today more democratic and socially effective than a generation ago. The relation between ends and means is better understood. The experiential nature of learning has been grasped. Education is becoming a much more active process. The school is much more closely linked with the ongoing life of the community, and of the larger state, national, and world communities. The educative values in the corporate life of the school are being utilized in a manner that is truly revolutionary. Educational administration is becoming more democratic.

(6) Finally, the curriculum is undergoing salutary changes not only as to purpose, content, and method, but as to organization. Expanding educational needs were, for over a century, met primarily by the addition of new subjects to the school program until the curriculum, particularly in the secondary school and liberal arts college, became a complicated, top-heavy, uncoordinated, confusing agglomeration. But new insights, such as those to which I have just referred, are now providing us with principles for a reorganization that promises to make deliberate education in the future a much more organic and effective process.

But let us look at the other side of the picture, for this period has also had its inadequacies, its educational confusions, its wishful thinking, its conflicts, its futilities. If it has given us new insights, resources, and improved procedures, it has also bequeathed to us its unresolved problems. We have not always had the courage of our deepest convictions. The great crisis did not appear suddenly and without warning, but was foreseen by many competent students of society who had made accurate analyses of social trends and problems. But our eyes were closed to many of the conclusions that should have been drawn from these studies. Educators have often engaged in hairsplitting over inconsequential when they should have been concerned with much more important problems. I shall call your attention to four critical issues that must be attacked.

(1) If education has become socially more sensitive and meaningful, it has, at the same time, in important

respects, been lacking in social realism. Youth have studied social problems in our schools, but too often the ideas they have acquired have been so vague and general as to exert but little effect on their conduct as citizens. Youth have learned much about the externals of the community life about them without gaining those insights into the inner workings and dynamics of what Graham Wallace called the "great society" that are essential to understanding of the critical, economic, political, social, and moral problems of contemporary society and of the nature of the crisis that has been stealing upon us for more than twenty years. Let us grant that all of the democracies were guilty of the same failure to appraise realistically actual social conditions and to provide an education adequate to the needs of the age. The fact remains that *we* failed to give youth understanding of the approaching totalitarian menace, notwithstanding that many competent observers were warning the American people of what was coming. In these years we taught that ours is an interdependent world, but we left the great majority of youth to believe that the United States could maintain a policy of isolation in this world. This illusion has now been shattered. For twenty years we have engaged in a sentimental, wishful-thinking kind of peace education that never got down to the realities of the raging nationalism of our time. Norway put its faith in this kind of peace education.

There are doubtless many explanations of this lack of social realism. The high level of well-being in our country gave us a false sense of security. We failed to build education

on a firm foundation of social understanding. We were often timid in the face of perplexities and of pressures from the defenders of the *status quo* who fear untrammelled and realistic study of social problems in the schools. It has grown, too, out of our preoccupation as a profession with technical problems and even with certain doctrinal disputes that have confused rather than clarified issues. There has been, for example, much confusion as to the nature and province of subject matter.

(2) My second point is, then, that we need to clear our minds on the subject of subject matter. Progressive educators have worked for a more experiential type of curriculum, to make learning more active and significant, to center it more directly on problems of living. Progressive education is not opposed to subject matter; it is not anti-intellectual. On the contrary, it has introduced into the curriculum subject matter—problems, experiences, knowledge—much more vitally related to life and the individual than was provided by the old schools. But the fact remains that the attack on the problem of subject matter has led to much confusion. In their attack on the traditional curriculum, with its bodies of subject matter logically and chronologically arranged and selected without any particular reference to the interests or the needs of children and youth or to the critical problems of our society, some progressives have created unwarranted suspicion that they were opposed to subject matter as such. The defenders of the more conventional curriculum have struck back in equally uninformed and confusing terms.

Now the truth is that we cannot learn without learning something. To understand our culture and its problems requires factual and conceptual knowledge and many perfectly definite understandings and appreciations. Knowledge contained in the printed page was never so important as in our complex reading civilization. Learning to live effectively in a democratic society and to participate intelligently in the solution of its problems is also essential and is just as much subject matter as the knowledge contained in books. To say books are essential is not to say that education should be bookish. In this connection we should not forget that education always involves choices. The inauguration of an activity curriculum represents, of necessity, a choice among alternative procedures. Indeed, the first and most important step in laying out a curriculum are decisions as to purpose, as to the types of experiences to be provided, as to the knowledge and understandings essential to intelligent living in our society. It is now imperative that teachers recognize that it is a disservice to an individual not to enable him to acquire the knowledge that is essential to understanding the culture in which he lives and to acquire those habits, attitudes, skills, interests, that will enable him to keep on learning how to participate effectively in the reconstruction of our society along more democratic lines. The question is not whether we shall have subject matter, but the relevance of the subject matter of the curriculum to our purposes.

(3) This brings us to our third problem, which, strangely enough, seems to have grown out of our very efforts to make education socially

more vital. I refer to the inadequate planning that has characterized so much of our curriculum making in the last twenty years. In an age in which we have been teaching the necessity of social planning, a certain extreme school of thought has, in effect, opposed the idea of actually planning a curriculum. I say in effect, because most of the spokesmen for this school, which I shall call the cult of freedom school, would hotly deny what I have said. But the fact remains that this school of thought advocates a curriculum that is, in theory at least, in very large measure *improvised* by teachers and pupils on the spot. We all believe that teachers should have much freedom to plan the experiences for or with the groups with whom they work, but this is not to say that the curriculum as a whole should not be carefully and cooperatively planned in accordance with the best thought and experience.

How does this cult of extreme freedom defeat even its own purposes? Because of lack of study and careful overall planning, many projects and units of work that have engaged the attention of children and youth have been thin in content and social relevance. Frequently, children are kept working too long at one level of achievement. Because of lack of overall planning, great gaps often appear in their education. The principles of continuity and of breadth and meaningfulness of experience that Dewey has stressed are lost sight of. It is not even enough to say that activity should be purposeful. Purposeful, yes, but also related to the maturity of the learner and the larger purposes of education. Many of the experiences and much of the knowledge es-

sential even to an elementary understanding of the society in which youth live, and which only the school can provide, are too frequently not made available. In saying all of this, I am perfectly aware that recently much attention has been given to problems of scope and sequence, that the integrated courses and core curricula are moving in the right general direction. The fact remains, however, that the content of many of the activity programs is thrown together without any particular rhyme or reason. We are slowly beginning to move in the right direction, but we have a long way to go. The curriculum *can be planned* without sacrificing any of the values of progressive education, and it is imperative that it be much better designed in the future.

(4) This brings us to another and closely related problem. It is a problem that I mention with some hesitation, because of the danger of being misunderstood and misquoted. There can be no question that the level of thought and of intellectual performance is much higher in the best progressive schools where children and youth are working at socially meaningful problems of genuine interest to themselves, than was the intellectual performance in the more conventional type of school. All of us have observed, for example, that youth in our best secondary schools have at their command a much wider range of accurate knowledge and understanding, are more versatile and more proficient in many different directions along the lines of their individual capacities and interests; that they are more interested in and better informed about what is going on in the world—in a

word, that they think better and are intellectually more mature. I say this is true in the best of our progressive schools, and in saying it I do not withdraw anything that I have previously said relative to the lack of social realism that has characterized much of our education or concerning the thinness of the units of work often found in activity curricula. That many of these units of work are actually thin and lacking in social and educational relevance is an assertion which I believe can be substantiated. This state of affairs is, of course, not inherent in the newer methods of teaching. It probably stems out of the suspicious or lackadaisical attitude towards subject matter and planning, to which I have already referred. We have a problem here, and a particular danger to be guarded against. I do not lay this state of affairs to the fact that the high school now enrolls a cross section of American youth rather than a highly selected group. The low level of intellectual challenge that is so frequently found in the activity type of curriculum is utterly indefensible on *any* grounds. We are always in grave danger of underestimating the abilities of American youth to learn, and I refer here not only to the bright, but to all youth. I hope my readers will not quote me as having said that the intellectual performance of youth in progressive schools is lower than in the older type of school. I have said just the opposite. But I have also said that, due to lack of planning, some of the activity curricula result in a low level of performance. I point this out as a danger, and as a problem to be resolved by better planning.

COMMUNITY STUDY IN TEACHER EDUCATION

By MARGARET O. KOOPMAN and A. S. HATCH
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FOR THE PAST five years Central State Teachers College has been developing a program for elementary teachers which provides a functional type of education in the major areas of living. Our primary purpose in the area of social relationships has been to help students develop a realistic understanding of modern society and the inclination and ability to function effectively in that society.¹ Emphasis has been put upon experiences in democratic living and the analysis of democratic patterns and values. Inasmuch as the average individual makes his contributions to democratic society through his participation in community life, it is essential that his understandings of social processes and social participation be developed first in relation to the communities in which he will live and teach.

Our experiences indicate that through careful community study such values as the following accrue to students in varying degree: a richer, a more realistic understanding of the basic processes and activities of society; an increasing awareness of and sensitivity to social situations, issues, and problems; a scientific approach to the study of society through the application of investigative techniques to actual social situations; the personality development which comes through cooperative group work and contacts with adults in new situations;

and the establishment of desirable patterns of social values.²

Mount Pleasant is an agricultural community of approximately 8,500 people. Its chief non-agricultural industry is oil-drilling, refining, and marketing. Besides that it has a sizable beet sugar refinery, a chicory refinery, an auto parts factory, a flour mill, a condensary, and other minor industries. Its educational institutions include a state teachers college with an enrollment of 1,500 students, one high school, four grade schools, a parochial school, and a home for the feeble-minded. Because of the coming of the oil industry, the city has experienced an increase of more than sixty per cent in population during the past decade. Mexican laborers imported for work in the beet fields provide firsthand contact with minority group and migratory worker problems. The city offers unlimited opportunity for study and approaches in type the communities in which the students will teach.

From year to year students have carried on a variety of survey projects including composite surveys in which they have made some study of virtually every area of life in the city. Various factors, however, have combined to make the work more comprehensive in some areas than in others. For example, the vocational intentions and maturity level of the students have caused them to be more interested in the conditions of family living than

¹Koopman, Margaret O. *Social Processes: An Experiment in Educating College Students for Social Living*. Mount Pleasant, Michigan: Central State Teachers College. 1939.

²Freshman College Students Studying Social Processes—Central City: A Survey of Mount Pleasant, Michigan. Mount Pleasant, Michigan: Central State Teachers College. p. 2.

in relations between capital and labor. They have found it possible to make more thorough studies of religious and school life than of the more subtle aspects of social conflict and integration. At the same time there has been no purposeless repetition of survey work from year to year when an initial group has already done a satisfactory piece of work.

This commonly voiced objection to repeated survey work in a community is avoided when the survey-analysis is tied in closely with the needs for investigations which actually arise. That close touch with community agencies makes the college aware of such needs may be illustrated by the work undertaken by a class in 1939. The Women's Club had, with other organizations, initiated a plan for a community council. Knowing that students in the social processes classes did research work, a committee of club women asked if they would make a study of the overlapping of services provided for children by various social and civic organizations. Such a study was made, showing a lack of coordination as well as serious "blind spots." The findings were presented to the Women's Club. The following summer a community council was organized in the city. It is impossible to say how much the field work of the students aided in furthering this movement, but it is safe to assume that their findings presented to a group of influential women was a significant link in the chain of events which brought about a higher degree of co-operation in the life of the community. Repeated experiences of this sort have convinced us that freshman students can make a significant contribution to the betterment of com-

munity life by carrying on needed research for existing community agencies.

The plan for making a survey of Mount Pleasant was introduced by discussing the contribution which a study of community life would make to achieving a realistic understanding of the nature of modern society and social processes. Carefully planned tours of the city were arranged to provide students with some insight into the life of the community. These preliminaries were supplemented by extensive reading of materials dealing with community living as well as community surveys such as the Lynds' *Middletown* through which students might gain some idea of areas of life which should be considered in a survey.

By means of informal discussions in which the class as a whole participated, an outline for the survey was set up. The class then resolved itself into small discussion groups, acting under student leadership, and accepted responsibility for developing a preliminary outline of the information to be gained under certain of the main headings suggested by the larger group. Considerable library research into the particular community functions assigned to them was found necessary for each of the small groups before they could do an effective job of preparing these preliminary schedules of information to be secured.

This job completed, a coordinating committee made up of representatives of the various discussion groups assumed responsibility for unifying the work of the groups into an outline for the composite survey. Upon its completion, the outline was presented to the class, and each student selected the area of community living which

he would investigate. Those interested in like aspects of the total survey then constituted themselves work-discussion groups which met, defined their tasks, assigned individual responsibilities, shared the results of library research, carried on field work together or reported the results of individual investigations to one another and, finally, compiled their findings.

Class sessions in which progress reports were made served as a clearing-house and prevented overlapping. New sources of information were brought to the attention of all and interesting experiences were exchanged. Important issues were pointed up. Citizens' groups were invited to discuss pertinent problems with the class. A coordinating committee was organized to insure efficiency in carrying on the entire project. It also pooled the findings of the several groups as reports came in.

The way in which one of these work groups operated may be illustrated by following the activities of three girls who elected to make a study of housing in Mount Pleasant. After preliminary study and discussion, they decided to divide their work into three areas for survey: poor, middle-class, and superior housing. They then spent some time in walking and driving about town to orient themselves to conditions prevailing in various sections of the city. During this period they also interviewed a number of long-time residents to secure historical information on housing in the city. They were now ready to begin their actual analysis.

Providing themselves with a base map of the city, they called upon the city assessor, explained what they were doing, and asked for permission to

study his records. The interview revealed that real estate is assessed in the city at two-thirds of its estimated actual value. Armed with this information the girls entered on their base map the estimated value of every dwelling in town. Dividing the valuations into six groups, they colored each dwelling-occupied lot in town to correspond to a key indicating particular valuation intervals.

The next problem was to discover which price ranges were typically substandard, which were ordinary, and which were superior. This was done through further street tramping. Types of housing found in each of three groups were photographed and the approximate percentage of houses in the community falling into each of the three groups was estimated by counting in areas selected from the valuation map.

Following this, it was necessary to select typical cases in order to make it possible vividly to describe housing in each of the three classes. Superior housing presented no problem. External appearance was easy to describe from observation, and descriptions of interior furnishings were secured by interviewing people who were acquainted with various types of superior homes.

To discover typical examples of middle-class housing was somewhat more difficult both because of the larger number of cases and because of a broad range of types of housing in this group. After careful study, it was decided on the basis of observation of external appearance and further study of the valuation map that a careful selection of student rooming houses would give a fairly good cross section of middle-class housing. Be-

tween fifteen and twenty student houses were selected on the basis of the group's observation, and students living in them were discovered through the student directory. An interview schedule had been evolved through examining such instruments used for other studies of housing. Schedules were filled out through interviews with the students living in the selected houses. This job completed, it was possible to describe fairly adequately conditions in a cross section of middle-class homes.

The next problem was to secure a clear understanding of life in sub-standard houses. Interviews were held with social workers and general descriptions of the situation were gathered in this manner. The students felt that to be able to write well about the situation, they would have to have some personal experience. External observation had already told some eloquent stories. A way to observe interior conditions was discovered when one of the students hit upon the idea of helping one of the campus organizations, which engages in charitable activities, distribute clothing. By this method they were able to observe the actual living conditions in a number of poorer homes. The final step was to write up the report of these research activities.

By the time this group had finished its research, the other committees had also drawn their respective activities to a close. The coordinating committee had been engaged during this period in bringing the material together, sifting it, and preparing in cooperation with the research committees first

drafts of the various chapters of the final composite survey. The remaining problem was to unify the style and polish the writing of the whole survey in preparation for publication in its final mimeographed form.

Most of the members of the class were now ready to pass on to the next unit of the course. The original coordinating committee suggested at this point that the three best writers in the class be asked to complete the job of writing, and the girl in the class who was most interested in art volunteered to select a committee and tend to the illustration of the book. Plans for coordination were made with the art instructor.

These two committees now went to work, the writing committee working with one of the instructors, and the art committee working in the art studio. Students on these committees attended regular class sessions when possible, but devoted a good deal of class time as well as much outside time to getting the book into final form for mimeographing. The art medium finally decided upon was linoleum block prints. These were designed and cut after many false starts and changing of ideas, each change showing steps of increasing artistic sensitivity on the part of the students. The blocks cut and prints made, the art committee undertook the job of designing a cloth binding. Mimeography, block printing, and cover making completed, a group of students assembled the material and bound a limited number of copies. These were distributed to various community agencies.

MATERIALS FOR CONSERVATION EDUCATION

By EFFIE G. BATHURST

New York State Education Department

AMONG THE MOST stimulating new curriculum materials are those for conservation education. The next step in a sound conservation program is for these materials to find their way into the hands of curriculum specialists, teachers, and children. The purpose of this article is to give examples (1) of authoritative materials which can be suitably and easily incorporated in the elementary and junior high school program and (2) of publications containing teaching suggestions for the subject.

BOOKS FOR TEACHERS

A reliable semi-technical book for the teacher to use in curriculum planning is *Conservation of the Natural Resources*, by Loomis Havemeyer and others, published by the Macmillan Company, 1937. The book explains why a systematic program of restoration and wise use of resources is necessary to the life of the nation, and then discusses each of the natural resources, giving the principles of use which should be applied in the intelligent conservation of each. The book closes with emphasis on the relation between the conservation of the natural resources and the conservation of mankind. Interesting and effective illustrations, graphs, and tables are given.

Other books of this type are:

- Parkins, Almon E. and Whitaker, J. R., Eds. *Our National Resources and Their Conservation*. New York, N. Y. John Wiley and Sons. 1936. 650 p. illus., maps, tables.
- Gustafson and Others. *Conservation in the United States*. Ithaca, N. Y. Comstock Publishing Company. 1939. 445 p. illus., maps, tables.

Smith, James R. *Men and Resources, a Study of North America and Its Place in World Geography*. New York, N. Y. Harcourt, Brace and Company. 1937. 729 p. illus., maps, charts.

Some teachers will desire authoritative books on single natural resources. *Vanishing Lands*, by G. V. Jacks and R. O. White, 1939, by Doubleday, Doran & Company, Inc., is a story of soil erosion. The setting is the world. The only region not suffering from soil erosion, say the authors, is Northwestern Europe. Next to Africa, America faces the most serious erosion problems. A discussion of soil structure and the cycle of erosion gives meaning to modern methods of soil restoration and use, such as fertilizing, rotation of crops, use of green manure and cover crops, and terracing and contour-plowing.

Other books given over to the discussion of separate natural resources are:

- Allen, Arthur A. *The Book of Bird Life*. New York, N. Y. D. Van Nostrand Company, Inc. 1930. 426 p. illus.
- Durand, Herbert. *Wild Flowers and Ferns in Their Homes and in Our Gardens*. New York, N. Y. G. P. Putnam's Sons. 1925. 394 p. illus.
- Henderson, Junius. *The Practical Value of Birds*. New York, N. Y. The Macmillan Company. 1934. 342 p. illus.
- Kylie, Harry R. and Others. *CCC Forestry*. Washington, D. C. United States Government Printing Office. 1937. 335 p. illus.
- National Geographic Society. *The Book of Fishes*. Washington, D. C. 1939. 367 p. illus.
- Person, Harlow S. and Others. *Little Waters*. Washington, D. C. United States Government Printing Office. 1936. 82 p. illus.
- National Geographic Society. *The Book of Wild Flowers*. Washington, D. C. 1933. 243 p. illus. color.

Sears, Paul B. *Deserts on the March*. Norman, Oklahoma. University of Oklahoma Press. 1935. 231 p.

Most of the books mentioned above can be classed as semi-technical with a style that is popular enough to be used by the casual reader without further reference work. There are other books which are still more popular in style—books that arouse the emotions as well as challenge thought. They should be read for inspiration, and supplemented by those of the semi-technical type.

One of the most popular is Stuart Chase's *Rich Land, Poor Land*, published in 1936 by McGraw-Hill Book Company, Inc., New York, New York. This is a pageant of the white man's conquest of a continent. Mr. Chase describes the effect of the conquest on the forests, the soil, the minerals, wild life, and human life. He tells how much there is left of our natural resources and outlines the means which are now being taken to restore and use them more wisely so as to insure the preservation of our society for the generations to come.

Other popular books are:

Whitman, Willson. *God's Valley: People and Power Along the Tennessee River*. New York, N. Y. The Viking Press. 1939. 320 p. illus.

Coyle, David C. *Waste: The Fight to Save America*. New York, N. Y. Bobbs-Merrill Company. 1936. 96 p.

BOOKS FOR CHILDREN

For general use and convenience most teachers and pupils turn to the textbook. Nearly all the newer textbooks in social studies, geography, and science contain material which is useful in developing curriculum activities in conservation.

There are a few textbooks devoted entirely to the subject of conservation.

Among these is *Conservation of American Resources*, by Charles N. Elliott. In keeping with the nature of the subject, Mr. Elliott places the emphasis in conservation education on doing. The book is rich in factual material and well illustrated, and at the close of each chapter is a list of suggested activities. The list is not confined to classroom activities, but includes activities that stimulate boys and girls to have a part in a socially useful service. Instead of dwelling at length on the destruction already done to the nation's resources, the author is almost completely constructive in his viewpoint. An extensive bibliography and list of conservation organizations are included. The publisher is Turner E. Smith & Company, Atlanta, Georgia.

Other textbooks devoted entirely to the subject of conservation are:

Burges, Austin E. *Soil Erosion Control*. Atlanta, Georgia. Turner E. Smith & Co. 1938. 221 p. illus.

Tippett, James S. *Paths to Conservation*. Our Animal Books. VI. New York, N. Y. D. C. Heath and Company. 1937. 299 p. illus.

In addition to textbooks, pupils need material written in detail to stimulate interest in the various natural resources and to suggest things for children to do in conserving them. There is good material of this type available.

For example, few of the natural resources are so continuously used in one way or another as water. Two children's writers, William C. and Helen S. Pryor, have written an informational book on the uses of water entitled *Water—Wealth or Waste*, published by Harcourt, Brace and Company, 1939. By use of this book, the environment, several of the gov-

ernment bulletins on soil and water, and a children's encyclopedia, a group of children can carry on a valuable study of water and its uses in conservation.

Other publications are:

- Allen, Arthur A. *American Bird Biographies*. Ithaca, N. Y. Comstock Publishing Company, Inc. 1934. 238 p. illus.
- Anthony, H. E. and Others. *Animals of America*. Garden City, N. Y. Garden City Publishing Company, Inc. 1937. 335 p. illus.
- Baer, Marian E. *Pandora's Box: The Story of Conservation*. New York, N. Y. Farrar & Rinehart, Inc. 1939. 292 p. illus.
- Illick, Joseph S. *Tree Habits: How to Know the Hardwoods*. Washington, D. C. American Nature Association. 1924. 337 p. illus.
- King, Julius. *Birds*. Cleveland, Ohio. The Harter Publishing Company. 1934. 3 v. illus.
- King, Julius. *Talking Leaves*. Cleveland, Ohio. The Harter Publishing Company. 1934. 62 p. illus. maps.
- Pope, Clifford H. *Snakes Alive and How They Live*. New York, N. Y. The Viking Press. 1937. 238 p. illus. with key for identifying snakes.

BULLETINS AND PAMPHLETS

Excellent information for teachers and pupils is contained in inexpensive bulletins and pamphlets, many of which have useful pictures. Lists of government publications can be secured from the United States Government Printing Office, Washington, D. C. State and private organizations also have materials and lists. Among such materials are:

- Beal, F. E. and McAtee, W. L. *Food of Some Well-Known Birds of Forest, Farm, and Garden*. Washington, D. C. United States Department of Agriculture. *Farmers' Bulletin* No. 1456. 1930.
- Bruere, Martha B. *What Forests Give*. Washington, D. C. United States Department of Agriculture, Forest Service. 1938. (Other Department publications by Bruere are: "Here Are Forests" and "Taming Our Forests.")
- McAtee, W. L. *Food Habits of Common Hawks*. Washington, D. C. United

States Department of Agriculture. Circular No. 370. 1935.

Mattoon, Wilbur R. *Forest Trees and Forest Regions of the United States*. Washington, D. C. United States Department of Agriculture. Miscellaneous Publication No. 217. 1936.

Saunders, Aretas A. *Ecology of the Birds of Quaker Run Valley, Allegany State Park, New York*. Albany. The University of the State of New York. 1936. 174 p. illus. (New York State Museum Handbook 16.)

Sharp, C. F. Stewart. *What Is Soil Erosion?* Washington, D. C. United States Department of Agriculture. Miscellaneous Publication No. 286. 1938.

Bulletins published by the National Association of Audubon Societies, New York, N. Y., such as:

Songbird Sanctuaries.

Winter Birds as Guests.

Cornell Rural School Leaflets, Rural Department, Cornell University, Ithaca, N. Y., including numbers dealing with conservation as follows:

Conservation. Vol. 29, January, 1936, No. 3.

Are They Vermin? Vol. 31, November, 1937, No. 2.

Farm Forest Facts. Vol. 33, November, 1939, No. 2.

Unit Study Books. Columbus, Ohio. American Education Press, Inc. A large number of ten-cent pamphlets in series, including some which deal with conservation as follows:

No. 454 *Soil: Its Sources and Uses.*

No. 455 *Water: Its Sources and Uses.*

No. 604 *Lumber.*

No. 608 *Fisheries.*

No. 510 *The Story of Irrigation.*

MATERIALS ON TEACHING

Most teachers who wish to make conservation education a matter of doing rather than memorizing want suggestions for conservation activities of social worth in which their pupils can engage. Such suggestions can be secured: 1. from teachers' published descriptions of activities in which they and their pupils have engaged, and 2. from bulletins prepared by curriculum departments to aid teachers in helping pupils organize their curriculum experiences. Suggestions from both

sources should be adapted rather than closely followed.

An interesting account of a whole-school unit on *Conservation of the Natural Resources* is described by Margaret Neagle, teacher of the San Marcos School, a one-room school of Santa Barbara County, California, in *Santa Barbara County Units of Study for Teachers in Elementary Schools*, published by the Board of Education of Santa Barbara County. The account describes the school and community; tells why the particular unit was selected for study; explains the accomplishment expected of pupils at the primary, intermediate, and upper-grade levels; gives the daily program; and includes a diary account of the children's activities.

An excellent bulletin with teaching suggestions is *Conservation in the Education Program*, by William H. Bristow and Katherine M. Cook, Office of Education Bulletin, 1937, No. 4, available from the United States Printing Office for ten cents. It tells how conservation is being taught in

different schools and gives samples of activities and curriculum units developed in elementary and secondary schools. Other publications are listed in United States Office of Education conservation bibliographies which can be secured from the United States Government Printing Office, Washington, D. C.

Following are additional materials on the teaching of conservation:

Helps in Teaching Conservation in Wisconsin Schools. Madison, Wisconsin. Department of Public Instruction. 1938. 102 p.

Ross, W. A. and Scranton, L. I. Landscaping the Farmstead. Washington, D. C. United States Government Printing Office. Vocational Education Bulletin, No. 189. 1939. 88 p.

Carr, William H. Blazing Nature's Trail. New York, N. Y. American Museum of Natural History. 1933. 21 p. Other publications by Carr.

Teaching Conservation in Elementary Schools. United States Office of Education Bulletin, 1938, No. 14. Washington, D. C. United States Government Printing Office. 1940. 125 p.

Conservation Excursions. United States Office of Education Bulletin, 1939, No. 13. Washington, D. C. United States Government Printing Office. 1940. 106 p.



RURAL SCHOOL SPONSORS LONG SUMMER JOURNEY

By J. C. FITZGERALD

Superintendent, Hillside School, Cushing, Oklahoma

HILLSIDE SCHOOL is a four-teacher elementary school two miles northwest of Cushing, Oklahoma, with about a hundred boys and girls. The community is made up of farm families, a few refinery workers, and a few WPA families, but it is not a wealthy district nor does it have any families with large incomes. It is a typically rural community.

Early in 1939 our Travel Club, encouraged by previous experiences, decided to take a trip East, including the national capital, Philadelphia, New York World's Fair, and Canada in our itinerary. In preparation for this trip we placed a United States map, five feet by seven feet, on the wall of our room and traced our proposed route in colored crayon. Each child selected a city and wrote letters to the Chamber of Commerce asking for information and literature on near-by points of interest. In nearly every case the children received replies and, often, inquiries asking for more information about our club and the trip.

We had used the district-owned school bus on the three previous trips and in January, 1940, had purchased a new school bus for our district. We were planning to use this new bus for our fourth trip when out of a clear sky the attorney general ruled that it was illegal to use a school bus for educational tours, although it was perfectly permissible to use this vehicle for football games or any other athletic activity. This ruling somewhat dampened our spirits for a while, but we never gave up the idea of going on this much-planned-for trip. In

April, the teachers of our school made arrangements to repurchase our old school bus, with the aid of loans from our banker. We had it carefully checked and put in first-class shape for the trip. On July 11, 1940, with twenty-six pupils ranging in age from eleven to eighteen years and with four teachers, the party embarked on the fourth annual educational tour which was the most successful of them all.

On the first night we camped in Bloomer, Arkansas, and on the second day drove to Memphis, Tennessee, where we got our first sight of the Mississippi River. From Memphis we drove to Waynesboro, Tennessee. Here we camped at Vinewood Park, a nice, shady lawn on the banks of a small stream. This park was owned by a widowed lady of Hungarian descent who was very kind to us and whom we shall not soon forget.

From Waynesboro we drove to Chattanooga, where we spent the night on Lookout Mountain. After supper that night the park ranger took us down to Lookout Point, where we could see lighted cities many miles away in six different states. In the moonlight the ranger lectured to us on the Battle of Lookout Mountain. The next morning we drove down to Chickamauga Battlefield in northern Georgia. Here we visited the new Chickamauga Museum and, accompanied by a ranger guide, we toured the old battlefield.

Leaving Chattanooga we drove through the Blue Ridge Mountains of Virginia and on to Washington, D. C., where we camped in the Washington Tourist Camp for five days and nights.

In Washington we visited numerous places of historic and educational interest, including the Federal Bureau of Investigation, Bureau of Printing and Engraving, Ford's Theatre, Washington Monument, Dome of the Capitol, Congressional Library, Smithsonian Institute, Lincoln Memorial, Arlington Cemetery, New National Museum, the Archives Building, and many others.

We were cordially greeted by members of the Oklahoma Congressional Delegation and were extended many courtesies through their efforts. Our Congressman arranged with a Capitol policeman to escort us to the dome of the Capitol Building, from which we got a splendid view of the city. Off to the side we could get a beautiful view of the Potomac with its many bridges and highways leading into adjoining Virginia. We took colored movies and photographs of this interesting city from the capitol dome.

Our visit to the Federal Bureau of Investigation was exciting and informative. We were shown the fingerprint records and the department's procedure in catching criminals. At the Bureau of Engraving we watched the making of postage stamps, government bonds, and paper money from one dollar bills to one hundred thousand dollar bills. We visited the Lincoln Memorial at various times in the day and found that it was most beautiful early in the morning when the sun shines directly on the Lincoln Statue.

On Sunday morning we drove to Alexandria, Virginia, and attended services in old Christ Church, where we were privileged to sit in the pew that once belonged to George Washington. In the afternoon of the same

day we visited Mount Vernon and Washington's Tomb. The memory of our visit to the Arlington Memorial Amphitheatre was brought back to us recently when, in our school, we listened to the broadcast of President Roosevelt's Armistice Day speech given from this place.

After visiting many other points of interest in Washington, we drove to Philadelphia, where we visited Independence Hall. Here we put our hands into the crack of the old Liberty Bell and also saw the old chairs and tables used in 1776, when our Declaration of Independence was signed. We were especially impressed with the spirit of reverence and awe displayed by the children in this famous building.

Leaving Philadelphia we drove northward, crossing the George Washington Bridge from New Jersey into New York City. We camped in the Bronx and each day drove our bus to the fairgrounds. At the Bell Telephone exhibit our group registered and won four free telephone calls from the New York World's Fair back to Cushing, Oklahoma. One night our entire party took the subway from the Bronx down to Times Square.

Through correspondence with the Association of Commerce in Elmira, New York, our next stop, we were furnished four lovely cabins on Harris Hill in the Chemung County Park. Harris Hill is a beautiful location overlooking the green, fertile Chemung River Valley. At the same time the Y. W. C. A. had a group of seventy-five girls there, ranging from eleven to fourteen years. These girls were very much interested in our party, and because we had come from the wild west where the Indians were they had plenty

of questions to ask us. On our last night at the camp the girls invited us to a program at the camp pavilion. The girls were divided into groups which dramatized the customs and sang the songs of different nations. We were invited to sing a western song, which we did. When each person was asked to tell his nationality, we were interested to learn that practically every nation on the globe was represented in that group. At the close of the evening, it was thrilling to hear the entire group sing the national anthem. We made a number of friends here and have been corresponding with them since our return home.

We drove from Elmira to Niagara Falls, New York, where we viewed the falls in the afternoon and again at night which, under the colored lights, made a beautiful spectacle. The next day we crossed into Niagara Falls, Ontario, Canada, where we got a view of the falls from the Canadian side. We exchanged some of our American money for Canadian money and were agreeably surprised to find that in exchange of ten dollars in United States currency we received eleven dollars in Canadian money. We soon realized, however, that eleven dollars there didn't buy nearly as much as ten dollars in the United States. We drove through Canada down the King's Highway No. 3 to Rondeau Park on Lake Erie, where we spent the night and took a swim in Lake Erie.

Crossing over to Detroit from Canada, we visited the Ford factory, Greenfield Village, and other points

of interest. The next night we camped at Indianapolis, where we checked on our finances and, finding that we had plenty of money left, decided to celebrate. We bought steak and all the trimmings and had a big steak fry that evening. The following night was spent near St. Louis, where we were met by the parents of a boy in the party.

The last night before we returned home we were very graciously entertained and banqueted by the Joplin, Missouri, Chamber of Commerce, to the members of which we showed the movies of our trip. As we crossed the state line from Missouri into Oklahoma after an absence of four weeks, the children started singing "Oklahoma" and they sang it as if they really meant it.

The last day out we stopped in Claremore, Oklahoma, where we visited the Will Rogers Memorial. About four o'clock that evening a group of tired, but happy children arrived safely at home in Cushing, where, after driving through the town shouting and singing, they were eagerly received by their happy parents.

This was by far the most educational and most successful trip that our school has ever sponsored, yet the Hillside Travel Club arrived home with a balance of sixty-five dollars to start building for the next trip in 1941. The individual cost per child for the four weeks' trip was seven dollars and fifty cents. The total cost, including club funds, was about fourteen dollars per pupil.

ANNUAL BIBLIOGRAPHY ON CURRICULUM MAKING, 1940¹

By J. MURRAY LEE, State College of Washington, Chairman; HUGH B. WOOD, University of Oregon; and O. I. FREDERICK, United States Office of Education

THIS BIBLIOGRAPHY includes the most important articles dealing with the curriculum of the elementary and secondary schools, according to the judgment of the committee. Articles published in the CURRICULUM JOURNAL are listed. This is a departure from previous bibliographies. There was a considerable amount of significant related material with which every student of curriculum should be familiar, but it was felt by a majority of the committee that such material should not be included here.

Problems of the college curriculum were not included. General curriculum guides published by cities and states were also omitted, for these are included in the society's list of outstanding courses of study.

Three emphases characterize the publications of 1940. First, there appeared a number of articles dealing with curriculum problems and the national defense. Second, an unusual number of helpful books and monographs appeared. Certain organizations should be commended for their publications. These include the Educational Policies Commission, the National Department of Secondary School Principals, and the Progressive Education Association. Third, there seemed to be a large number of philosophical articles.

SUMMARIES OF RESEARCH

American Educational Research Association.
"The Language Arts," *Review of Educa-*

¹The authors of this bibliography comprise the Committee on Bibliography of the Society for Curriculum Study. They were assisted by Lynn Hutchinson, Pete O'Toole, and Richard Smith, graduate students, University of Oregon, and members of curriculum construction class at the University of Wisconsin.

tional Research. April, 1940. Summary of research in language arts from 1936 through 1939.

American Educational Research Association.
"Social Background of Education," *Review of Educational Research*. February, 1940. Summary of research on social backgrounds.

Featherstone, W. B. "Research in Curriculum Development." *Curriculum Journal*, 11: 105-109. March, 1940. Types and illustrations of curriculum research, chiefly valuable to thesis writers.

PHILOSOPHY OF CURRICULUM

American Council on Education. *What the High Schools Ought to Teach*. Washington, D. C.: American Council on Education. 1940. An excellent statement by a group of outstanding educators. This should be studied by every high school faculty.

Bobbitt, Franklin, *The Curriculum of Modern Education*. New York: McGraw-Hill Book Company. 1941. 419 p. \$2.75. The matured philosophy of a pioneer in curriculum development.

Bode, Boyd H. *How We Learn*. Boston: D. C. Heath and Co. 1940. 308 p. Comprehensive treatment of the educational implications of modern psychological and philosophical thought. Important guiding material for curriculum building.

"Contributions of Sociology to Elementary Curriculum." *Journal of Educational Sociology*, 13: 449-512. The articles in this issue taken together constitute a valuable approach.

Dewey, John. *Education Today*. Edited by Joseph Ratner. New York: Putnam. 1940. 373 p. Collection of writings from 1892 to today.

Educational Policies Commission. *Education and Economic Well-Being in American Democracy*. Washington, D. C.: National Education Association. 1940. 227 p. A comprehensive consideration of economic problems.

Judd, Charles H. "Changes in the Secondary Education Necessary for the Solution of the Problems of Youth." *National Association of Secondary School Principals Bulletin*, 24: 39-52. February, 1940. An excellent overview of needed changes.

Kilpatrick, William H. *Group Education for Democracy*. New York: Association Press. 1940. 215 p. A compilation of the au-

thor's articles dealing with adolescents, both in and out of school.

Kounin, J. S. "The Concept of Need and the Curriculum." *Curriculum Journal*, 11: 205-208. May, 1940. Analysis of the concept and its implications for curriculum development.

Leonard, J. Paul. "Current Conflicts in the Curriculum." *Curriculum Journal*, 11: 298-302. November, 1940. Discusses arguments relating to nature of content, selection, and organization of learning experiences and methods.

Mead, A. R. "General Concepts Basic to the Curriculum." *Curriculum Journal*, 11: 69-71. February, 1940. A succinct analysis of the learning situation with its curricular implications.

Reeder, E. H. "Conservation and Democracy." *Social Education*, 4: 454-5. November, 1940. An overview of neglected phases of conservation.

Washburne, Carleton. *A Living Philosophy of Education*. New York: John Day Company. 1940. 576 p. The philosophy of Washburne as "lived" in the Winnetka schools.

NATIONAL DEFENSE AND THE CURRICULUM

Briggs, Thomas H. "The Ramparts We Defend." *School and Society*, 52: 145. September 7, 1940. One of the better articles on need of defending our country by building democracy from within.

Caswell, Hollis L. "National Defense and the School Curriculum." *Curriculum Journal*, 11: 248-51. October, 1940. Contains several specific suggestions for the curriculum.

Educational Policies Commission. *Learning the Ways of Democracy*. A Case Book in Civic Education. Washington, D. C.: National Education Association. 1940. 486 p. The most helpful volume in secondary social studies in 1940. Contains many specific suggestions.

Irwin, L. W. "Role of Health and Physical Education in National Defense." *Journal of Health and Physical Education*, 11: 406-7. September, 1940. An excellent analysis of the role of health and physical education.

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ELEMENTARY

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These Articles Are Short and to the Point

SCOPE WITHOUT SEQUENCE

By Ralph C. Preston
Teachers College, Columbia University

ORGANIZING THE CURRICULUM in terms of scope and sequence as in the Virginia and Mississippi programs has been subjected to considerable criticism and ridicule by educators who adhere to a plan-as-you-go curriculum. Their argument is based primarily on the view that the learner inevitably builds up his own sequence and that no one else can create one for him. It is unfortunate, runs the contention, to hamper the teacher and learner by imposing a scope in terms of adult thinking; it is doubly stultifying to restrict them with an established center of interest to which content must relate. Their conclusion is that the usual scope and sequence chart is psychologically unsound and actually harmful in its effect upon the learner. They recommend its abandonment to the end of making it possible for teacher and children to plan cooperatively a program meeting their peculiar needs and interests.

It must be granted at the outset that there can be little justification for current schemes of sequence. Centers of interest, no matter what their guise, are largely fictitious. They imply that there is a predominant interest, emphasis, or capacity at each grade level—an assumption without supporting evidence. If it is said in their defense that they carry no such implication, the question can fairly be raised as to whether these centers of interest represent, not a sequence, but simply another aspect of scope.

A true sequential axis would need to reflect some outstanding traits characteristic of successive maturity levels. It is doubtful whether the steadily accumulating body of fact concerning children will confirm the hypothesis that significant intellectual or social abilities and propensities relate sufficiently to age or grade to make it possible to assign interest centers or types of content to given grades. One may search with a fine-tooth comb through such summaries of research in child development as contained in the National Society for the Study of Education's Yearbook on "Child Development and the Curriculum" and the numbers of the Review of Educational Research devoted to this field, yet find nothing that will aid in orienting the curriculum. This statement is not intended to minimize the practical significance of such research, for obviously it is rich in suggestions for teachers regarding handling of children and in pointing out what may reasonably be expected in terms of capacities and limitations. Even certain broad stages are revealed, such as the preoccupation among pre-pubescent with adventure-play and among adolescents with love and abstract discussion. But those searching for stages which our graded schools can use as a basis for formulating a scheme of continuity are looking for something that does not exist.

Because there is no scientific foundation for a sequence chart, there is nevertheless no reason for abandoning the task of establishing a framework for the curriculum. The problem of

scope is not necessarily tied to the problem of sequence, and those who would scrap the former because of the futility of the latter are guilty of throwing out the baby with the bath. It is not only possible but pressing that curriculum thinking be directed at constructing frames of reference that embrace a scope without sequence. Attention to scope is merely recognition of the educator's duty to invoke a set of considered values in the selection of school experiences. It is recognition, furthermore, of the unreliability of children's expressed interests and the superficiality of a program that contents itself with successive attempts to capitalize on them.

Certain weaknesses in current plans of scope, nevertheless, must be acknowledged. One weakness appears in the tendency to conceive of scope in terms of state or city school systems. The categories are consequently of limited meaning to all those teachers who had no hand in their composition. Scope can have greater significance and play a more influential role in the classroom if each school or subdivision of each school has the opportunity of establishing its own model. In this way every teacher may have a part in working out the pattern of curriculum organization which he will be subject to. Another error is evident in the feeling on the part of the teacher that his class must be led *each year* into experiences in all of the categories which have been set up as desirable areas or processes with which children should have contact. A wise procedure would relieve this pressure from the teacher and provide merely that the children have experience in each area of scope during the course of four or five years. Each successive

teacher by referring to a proposed scope chart for the group of children in question could readily determine in what categories experience has been meager and plan accordingly. On this chart it will be expected that teachers will record only those experiences had by all the children and characterized by intensive study over a period of at least several weeks. This is not to imply at all that experiences of shorter duration or experiences shared in by only a few members of a class may not be as important as the broader, more systematic and intensive studies, but surely the time element and the degree of intensity should regulate the use of such a chart.

One teacher comes to mind who kept a record of social studies experiences and included such items as "Watched Kurt Wiese draw pictures in the auditorium" and "Kept flowers in room watered." Obviously a chart cluttered with lists of such items would not serve the purpose of supplying a quick means of identifying gaps in experience. If teachers are unable to discriminate between these admittedly worth-while but limited activities, on the one hand, and substantial studies which help span the gap between the children's small world and the activities of the larger social group, they are truly guilty of the anti-intellectualism in modern education over which Bode has been expressing alarm.

A final important feature in a curriculum design containing a scope but no sequence is the nature of the categories. If they are narrowly conceived or correspond to subject divisions the curriculum will differ little from the traditional program. If they are too broad they represent a negligi-

ble advance over the planless type of curriculum in which teachers too frequently ride their own hobbies or fall back on some of the hackneyed standbys such as *Eskimos* or *Life in Ancient Greece*. Some adaptation of the list of social functions first popularized in the Virginia program is probably most fruitful for these are processes which have functioned in all periods and in all parts of the earth, and parallel numerous play activities and avenues of curiosity characteristic of children.

CURRICULUM CONFERENCE BASED ON CLASSROOM WORK

By James Knight, Bureau of Extension Teaching, University of Texas; F. C. McConnell, Superintendent of Schools, Gladewater; Lloyd H. Taylor, Superintendent of Schools, White Oak

GLADEWATER and White Oak Public Schools held a conference for curriculum study on January 27 and 28, 1941, as part of their in-service teacher-training program which is carried on through cooperation with the Bureau of Extension Teaching of the University of Texas. Visiting educators specially invited to study the curriculums of the two schools at first hand and to make suggestions for their improvement were Dean Doak S. Campbell of George Peabody College for Teachers, Professor J. G. Umstattd of the University of Texas, and Professors Frank Young and J. E. Franklin of East Texas State Teachers College.

In some respects the conference was different. It was held in schools carrying on their regular programs rather than on a college campus. Questions or problems brought up for discussion were raised by teachers or by

visitors who had been observing the work of the schools. There were no prepared addresses.

A rigorous thirteen-hour schedule was adhered to each day. Class visitation began at 8:45 each morning, an administrators' luncheon was held each day from 12:00 to 1:30, classes were visited again until 3:45, small discussion groups met in each building and stayed until 5:00, and the entire faculties of the two systems met for panel discussions from 7:00 to 9:45.

Complete informality was observed in the afternoon discussion groups. The building principal introduced the guest, invited teachers to "begin firing," and the meeting was on. The teachers raised questions growing out of their actual problems in the classroom and the visitors talked in terms of what they had seen and heard in the schools.

What We Are Teaching was the topic for the panel on the first evening. Eighteen teachers under the direction of Professors Umstattd and Campbell furnished an unrehearsed program that drew contributions from fifteen persons in the audience before it ended. Each member of the panel was permitted to tell what he or she was doing as an introduction to the discussions. Emphasis was finally placed upon the total effect of the school program on the child, the interrelation of the work of the individual teachers, and concomitant learning such as habits and attitudes which may or may not be recognized as part of the instructional program.

The topic for discussion by the panel on the second evening was, *Why We Are Teaching What We Teach*. This time it was the turn of the administrators to squirm under

the questioning of Doctor Campbell as he pried into the prescriptions that are put on teachers from various sources. Conventions, laws, the efforts of pressure groups, and vested interests of teachers in subject-matter fields were mentioned.

The schools and their teachers were given honest praise by all the visitors. But the teachers were constantly asking for suggestions that would lead to improvement of their work. The points that provoked the most discussion were probably the ones that have the most promise in that direction. These points are stated as questions that each person who participated in the conference must answer as an individual. They follow:

- (1) Am I sensitive to the attitudes, practices, and habits that my instruction produces, and do I make adequate provision for these things in the totality of learnings I expect?
- (2) Do I see the interrelationships between my work and the other varied activities that make up the educational programs of the students?
- (3) Does the subject matter I am teaching and do the activities I am directing have meaning for the students now?
- (4) Am I encouraging or permitting my students to participate in the planning of activities to a high enough degree?
- (5) To what extent am I requiring my students to learn things that are seldom used outside the classroom? In other words, to what extent am I expecting my students to learn things that I do not expect other educated adults or even teachers outside my field to know?
- (6) To what extent am I cognizant of the permanent life needs of my

students as I plan the subject matter I expect them to master?

(7) Could I increase the effectiveness of my work by utilizing the out-of-school resources of the community to a greater degree?

The final evaluation of the conference must be made in terms of actual changes that come to the schools as a result of its visitations and discussions. However, following the conference the teachers were asked to fill out a questionnaire giving them an opportunity to express their reactions to it. A tabulation of the replies showed that the conference program had the overwhelming approval of the teachers.

CURRICULUM DEVELOPMENT IN WAYNESBORO HIGH SCHOOL

By R. C. Jennings

Superintendent of Schools, Waynesboro,
Virginia

DURING THE PAST several years there have been many shifts in emphasis in ways of thinking and working in the Waynesboro High School. There has been a shift from the concept that the major function of education is to give pupils academic training and prepare them for college to the belief that the school is an agency of society to work with children in improving their lives and their community. This has brought about a more functional instructional program with increasing emphasis on the individual and his growth and progress.

There has been a change from the feeling that the school program and policies should be made by the faculty to a feeling that they should be developed cooperatively by the faculty, children, and parents. The school has

become more democratic in its ways of working in that it tries to interpret democracy in terms of school life. There is an emphasis upon practice rather than theory, upon what one does rather than what one believes.

There has been a change of emphasis from subject matter as such to an understanding of the child and ways of working consistently with him. This has brought about a change from textbook teaching to the use of a large variety of books and materials. Emphasis is placed on procedures in connection with a problem undertaken stressing not only the collection of materials, but also the wise use of them. Thus the library has become more of a school center with a closer tie-up with all departments of the school and a general emphasis on the possibilities of servicing throughout the school.

The school has no fixed curriculum for each child. The teachers and the children together select the activities and experiences which form the curriculum. In doing this teachers are guided by the children's past records, records of what children at this level have done before, and a list of general aims and objectives of the school.

Probably the greatest changes have come about in the ways of working with children. Each person is considered an individual as well as a member of a group with a flexible program to meet these needs. For example, one sophomore girl left school at Christmas to get married. After several conferences between the home and school this girl is back in school de-

voting all of her time to a study of significant problems in homemaking and biology with plans to wait until school closes this spring to get married.

Teachers try to work with children on the things of immediate concern to them and of concern to the community. For example, after a rape case in Waynesboro, a class in biology went into a study of the Negro race, resulting in many visits to the Negro school, an exchange of assembly programs with the Negro school, one large program in which both white and Negro children participated together on the stage, and a better understanding and a spirit of tolerance. After a boy was hurt on a bicycle, another group went into a study of safety and bicycle traffic. This group drew up a bicycle code for Waynesboro, presented it to the Town Council, where it was adopted and made into law.

In this program teachers remain with the same children a longer period of time and relate their work to significant functional experiences. One group of teachers will work largely with freshmen, another group with sophomores, etc. These teachers who work with the same children meet together often to plan the work with an understanding of the child's entire school day. Other teachers are called in to render service from time to time. There is a continual evaluation by children and teachers. There is also much professional study with a continual evaluation of the progress of the program by the staff.

Curriculum Activities in City Schools

Recent Curriculum Revision in Council Bluffs, Iowa. In the last five years the Council Bluffs Public Schools have revised the courses of study in elementary science, social studies, and English. In 1937, a new elementary science course of study was written by a committee composed of classroom teachers, elementary supervisors, and one elementary principal with previous experience in teaching general science in high school. After the overview for grades kindergarten through eight was worked out under the direction of Dr. Gerald S. Craig of Columbia University, individual teaching units were written by many different classroom teachers. The course was tried out experimentally for two years throughout the entire system, then further revision took place in order to improve grade placement, correlation with different grade interests and other studies, and to eliminate unnecessary duplication at different levels.

The entire course of study in social studies from kindergarten through the eighth grade was revised in 1938 by committees composed of elementary supervisors, principals, and teachers working in two main divisions: one, kindergarten-primary; the other, intermediate and upper grades. Miss Mabel Snedaker, Supervisor of Social Studies, University Elementary School, State University of Iowa, who acted as consultant, met with committees, supervisors, and all elementary principals in 1937. Tentative plans for experimentation and study were set up. Numerous questionnaires as to the effectiveness of present units were sent

out to all classroom teachers; local community conditions were studied; research and literature were also studied, as were curricula from other cities. Units were written by classroom teachers and tried out experimentally at different grade levels during 1937 and 1938. Committees worked out a tentative curriculum. Miss Snedaker returned in 1938 and visited classrooms at all grade levels, observing experimental units in operation; she made further recommendations and the revised curriculum was put into effect in 1938.

Late in the year 1938, a committee of teachers and elementary supervisors was appointed to study the present curriculum in English throughout the entire field from kindergarten through high school. After much study, it was decided, because of the scope of the work, to limit this committee's recommendations to the field of guidance in oral and written expression only. Recent research was studied, as were also current practices at all grade levels in our own and other systems. Members of the committee studied in summer school at different universities and there was frequent consultation with subcommittees composed of teachers at each grade level. The aim was to so revise the curriculum in oral and written expression as to make it truly an "experience" curriculum, one which would not confine oral and written expression to a certain few minutes per day—so labeled—but to suggest ways in which vital experience in lifelike situations might eventuate in improvement in oral and written

expression, integrated with all the interesting activities of the school child's day.

The tentative curriculum was put into effect throughout the entire system in January, 1940, and is still in the process of trial use. Teachers were asked to record all suggestions for correction and improvement of the course of study so that further experimentation and revision might follow. — HELEN FISCHER, Elementary Supervisor, Council Bluffs, Iowa.

Springfield, Massachusetts, Studies Problems of Democracy. Following an intensive program of curriculum revision covering nearly all subject fields in the different divisions of the school system and completed in 1938, the past two years in Springfield have been devoted largely to putting these courses into operation and to checking the results. In addition, however, several new significant investigations are going on at the present time in important fields of activity with special groups at work developing units and courses. Among these groups is a Committee on Problems of Democracy.

This committee was appointed by the superintendent of schools in October, 1939. It was organized, not primarily because of conditions in Europe but because of the need in the United States to combat prejudice, intolerance, and other factors which militate against the democratic way of life. Soon conditions in Europe made the necessity of safeguarding democracy here even more imperative. The early appointment of the committee, therefore, furnished the opportunity to do pioneer work in this field.

The committee first redefined democracy and the objectives of American education in terms of that democracy. It then made studies of what was already being done in the schools. The result of these studies indicated that while much was being accomplished, it was not enough. The committee decided that a positive approach to the problem and a more realistic presentation were needed. It was felt that the program must be continuous on all levels of the school system.

New materials and methods were introduced on the elementary, junior high school, and senior high school levels. The backlog for democracy must be laid in the elementary schools. There the child must learn the fundamental concepts. He must be taught to apply the ideals of fair play, tolerance, and cooperation in his school experiences. In three elementary schools, units were developed and studied which bring out these concepts. After a semester of experiment the work has been extended to all elementary schools.

In the junior high schools a nationality study for Springfield is in progress. The races and nationalities settling and developing Springfield have been studied with due recognition of their contributions to our culture as well as to the nation as a whole. A study of the art and the folk music of these nationalities has been linked with the historical study. Unity through diversity is being taught realistically.

In the senior high schools the comparison of democracy with the "isms" is being made. The strength of democracy is appraised, and the threats to it in the present-day world are

presented. Time is given to the study of these threats, particularly propaganda and prejudice, and to the means by which they may be overcome. Before and after taking the course in Problems of Democracy students are tested in social attitudes and in clear thinking. It is found that gains are made in both, particularly in clear thinking.

The Trade School classes are making a series of posters illustrating democratic principles. One English class in each of the three senior high schools has submitted appropriate slogans. These posters will be displayed in all the Springfield schools.

The committee is expanding its work this year. It has already completed several units which are being tried out as classroom material. More units are in preparation. Original tests, a critical analysis of democratic procedures in our schools, and an original collection of visual aids are new avenues of approach to the same problem.—HARRY B. MARSH, Assistant Superintendent of Schools, in Charge of Curriculum Revision, Springfield, Massachusetts.

Teachers Study the Curriculum in Springfield, Missouri, Public Schools. Teachers at all levels are working on curriculum improvement. The approaches used, however, vary considerably. In the elementary schools experimentation is going on in evaluating a plan for providing better sequence, from the viewpoint of the learner, in the field of human relations. This plan includes the results of several individual experiments and study by all elementary teachers.

The Human Relations program is much broader than the program gen-

erally referred to as a social studies program. Briefly stated, it is supposed to aid every individual in gaining broader and deeper understandings of the opportunities and responsibilities of democratic living. This program also is supposed to provide a setting for the functional use of most of the skills and abilities. At least, it seems to be specific enough to give teachers a sense of direction and flexible enough to encourage initiative.

Several years ago two of the junior high schools introduced core work at the seventh grade level. This, of course, was preceded by the usual study of philosophy and purposes. This program has been expanded this year and plans are now developing to extend this program into upper grade levels. In addition to this, one junior high school is doing intensive work on the problem of knowing more about each child. The effective introduction of such a program is more than an administrative matter. Its success depends largely upon a clear understanding of the philosophy underlying it and the reduction of this philosophy into general and specific purposes and finally into a plan for classroom experiences. In each of these junior high schools teachers are at work on these problems under the direct leadership of the principals.

At the senior high school level it was thought advisable to encourage the faculty to take stock of their philosophies for the purpose of working toward a statement to which all could subscribe. Teachers were asked to state briefly their philosophies. From this the principal prepared a series of statements representing a wide range of opinion concerning significant aspects of secondary education.

These statements were used as the basis for a series of discussions which were conducted by discussion leaders. In this way the faculty was divided into small enough groups to provide everybody a chance to participate. The results of these discussions were then used as a basis for stating more specific problems to be faced in attempting to modify the present program.

This does not constitute all the curriculum work in senior high school. Individual teachers have been encouraged to carry on experimentation in their classrooms. Some administrative changes have been made in order to provide teachers longer contact with smaller numbers of pupils. Provisions have been made also to encourage experimentation in the fields of English and social studies.

In addition to the progress going on at the different levels and in the different schools a committee has been appointed to suggest ways to make greater use of this experimentation. The underlying assumptions of this movement are that: it is desirable to have more teachers actively engaged in curriculum improvement activities and that the system would profit by a greater number of teachers knowing more about the experimentation individual teachers are carrying on.

Three meetings have been held for the purpose of discussing this problem. Classroom teachers, principals, and supervisors were represented. A committee representing the administration and classroom teachers has been given the task of developing a plan through which these aims may be accomplished.

Considerable interest has been shown by teachers in working on the cur-

riculum through the summer. A committee of teachers has been appointed to study the possibilities for such work and to determine just how deeply the teachers are interested in this. A recent report of this committee indicates that one hundred two of the three hundred sixty teachers are anxious to do some work on the curriculum this summer. We interpret this as evidence of real interest in improving the services of our schools.—H. P. STUDY, Superintendent of Schools.

Curriculum Development in Wilmington. Almost a decade of curriculum development has given to practically all of the teachers in the Wilmington Public Schools significant opportunities to contribute to this undertaking.

The first step was the development by the teachers of a philosophy of education for the Wilmington Public Schools. The work was inaugurated in 1931, when the first group met for a series of lectures and discussions on the Principles of Curriculum Development. The group studied the demands on education made by a rapidly changing society. It examined philosophies and psychologies of education and laid the groundwork for a philosophy of education for their own schools. It also developed a concept of basic curriculum principles and processes and an understanding of how these might be adapted to the local situation.

From that time onward, teachers, working in groups, have been directing their efforts toward the clarification of principles of educational philosophy, the development of educational aims and objectives in consonance with this

philosophy, and the preparation of curriculum materials in all the various areas and on all the grade levels. A philosophy of education has been developed which conceives of education (1) as a continuous process from conception to death; (2) as inherent in every interaction between the child and his environment; (3) as concerned with the life and living of the child; (4) as conceiving of organized subject matter as materials to be utilized in the course of such experience; (5) as directed toward enabling the child at each level of maturity to participate intelligently in the life and culture of his time; (6) as a program designed to meet the needs of the individual as a thoughtful and contributing member of society.

A major administrative problem was the provision and the maintenance of the type of organization which would encourage the widest possible participation and which would give to each of the participants the maximum opportunities to grow as an individual and at the same time contribute to the success of the group activities in accordance with her own abilities. The following organization is designed to meet these requirements:

1. A Curriculum Cabinet, under the chairmanship of the Executive Director of Curriculum Development, functions as a policy forming and guidance body for the curriculum development program. Serving on it are representatives of the administrative and supervisory staffs, principals, and teachers from every subject field in each of the schools' segments. This group develops policies for stimulating and guiding the teachers in a long-range program of self-improvement, coordinates the work of the various com-

mittees, and serves as a clearinghouse for problems connected with the stimulation of teacher growth. It also works on a program of interpretation so that an informed citizenry will support the new curriculum.

Provision for community representation in the program of curriculum development has been made through the appointment of a lay committee which meets periodically with the Curriculum Cabinet to discuss the general policies and the developing program. From time to time, special problems are referred to this Citizens' Committee and their recommendations and reactions are carefully studied by the Cabinet.

2. Committees of teachers work continuously on problems of curriculum development. Among the important functions of these committees are a continual study of children as growing personalities, improvement of learning experiences for children through the creation of a better learning environment, and the development of materials of instruction and new criteria of evaluation. There is also provision for groups of teachers to study special problems as such need arises and to participate in activities which contribute to general personal growth. Each year, the teachers organize several study and discussion groups and select particular areas for special investigation. Typical of the problems considered during the past few years are: The Relationship Between the Arts and Contemporary Life, An Evaluation of the Curriculum, Problems of Guidance, and Purposes and Techniques of Remedial Reading. Discussion groups are currently engaged in a consideration of the problem of The Nature and the

Goals of Democracy, and Literature for Children.

Many have been the outgrowths of this program of cooperative curriculum development. The teachers have become more acutely aware that society is dynamic and that education must always be ready to meet the demands of this changing, dynamic society. They are growing in understanding of both child nature and the meanings and the purposes of education in a democracy. They recognize also that education is not solely a preparation for life; but that it is life, and that, therefore, the American school must be a democratic institution in philosophy, materials of instruction, and techniques of teaching. They recognize also that learning best takes place when the individual senses the

challenge in a situation or problem, and proceeds to analyze and explore it in search for a satisfactory solution. Having themselves grown in the skills needed for objective investigation during the course of their work in curriculum development, they are more ready and more capable than ever before to guide the children in setting up hypotheses, gathering, organizing, and evaluating materials, and drawing conclusions as the necessary processes to an intelligent solution of problems. The whole program of curriculum development is characterized by freedom in thinking, democratic participation, and wide cooperation.—S. M. STOUFFER, Superintendent of Schools and HELEN LEVY, Assistant in Public Relations.



Critical Abstracts of Curriculum Research

ALEXANDER, WILLIAM M. — *State Leadership in Improving Instruction*. Contributions to Education No. 820. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 193 p. \$2.10.

The purpose of the study was to determine the appropriate *leadership service function* of state departments of education and to evaluate it in the state departments of education in Tennessee, Louisiana, and Virginia. *Leadership service* was defined as the "guidance and assistance of a non-regulatory type provided to local educational workers." Four criteria were set up: (1) Local educational workers should have ultimate responsibility for selecting the procedures they will follow in local efforts to improve instruction. (2) Each program directed toward improving instruction in divisions of the school system should provide means of facilitating local study, experimentation, and appraisal. (3) The improvement of instruction should be regarded as a common problem of all educational workers, and provision should be made for securing and coordinating each group's contribution toward solving the problem. (4) Provision should be made for securing evidence concerning the type of service needed by the localities, and for modifying state department activity according to such evidence.

The author developed the extent and nature of the acceptance of the *leadership service function* in the three state

departments by tracing the history of each department. A questionnaire to local supervisors, superintendents, and principals in the three states brought out prevailing opinions on types and values of services rendered by each department. The qualities or values assigned by local school leaders to the state department services were expressed in terms of estimates of the extent to which each service (1) encouraged local initiative, (2) avoided creating unnecessary burdens, (3) was improving instruction, and (4) stimulated plans for later improvement of instruction.

Doctor Alexander's study is an effective analysis of state department service to public education. His point of view dominates the whole set of outcomes of his study so completely that one with a modest general knowledge of the state departments in this country might almost have written the conclusions without specific investigations as soon as he accepted the point of view. The point of view is, however, so acceptable that most competent men in education today would say that Doctor Alexander is right in his selection of ends that state departments should be emphasizing and in means by which to attain these ends.

Data on development of the structure and on the past and current activities and purposes of each department were obtained from reliable interviews and official reports. The description of each department is clear and concrete. The questionnaires to

local school leaders brought returns that lent themselves to convincing verifications of points developed from interviews and reports.

E. E. BROWN

*Oklahoma State Department
of Education.*

ENYEART, BUEL F.—*The Evolution of Major Educational Objectives and the Secondary School Curriculum.* Los Angeles: University of Southern California. 1940. Unpublished doctor's dissertation.

This study is a brief history of the evolution of the objectives of the secondary school curriculum of the United States and the values that are basic to these objectives. After stating that values have been basic considerations in determining all educational objectives, the author selects Doctor Bagley's tabulation of educational values as a basis for establishing the historical category of objectives. The four major divisions of this tabulation are (1) utilitarian, (2) preparatory, (3) conventional, (4) social.

Close examination of four "educational-historical" periods is made and objectives of these periods are compared in descriptive and tabular form. The study shows the evolution from the preparatory objectives of the Latin grammar school (1635) to the utilitarian objectives of the American academy (1749). Then the work of the early high school (1821) with its conventional or cultural objectives is analyzed, followed finally by the

modern high school (1893) and the social objectives of the twentieth century. It is apparent that there was and still is no decided break between periods, but each new set of objectives colors the old and it grows from experiences with the old. A parallel is drawn between the comparative emphases on the individual and society at the different periods in socio-economic thinking and in educational theory.

Conclusions reached by this study range from a statement that "all major educational objectives should be interpreted in the light of social objectives and integration" to the fact that social objectives of education give "entirely new meanings" to the other three categories of objectives. However, the author seems to indicate that it is quite possible to develop a modern curriculum which "will keep a sound perspective with especial reference to the preparatory, utilitarian, conventional, and social objectives." In order to prove this point, an example of modern curriculum development is presented, which most nearly presents the implications of the entire study. The reviewer, if he has followed the implications correctly, regrets that he does not have access to a copy of this example of a modern program which, it is implied, should be acceptable to educators representing diverse viewpoints. Be that as it may, the study does present as fine a collection of objectives of education in their historical relationship as may be found in many a day.

H. E. NUTTER

University of Florida

Reviews of Current Books

GOODYKOONTZ, BESS AND COON, BEULAH I., *Chairmen—Family Living and Our Schools*. New York: D. Appleton-Century Company. 1941. 468 p. \$2.50.

Thoughtful readers of *Family Living and Our Schools* cannot help being impressed with the necessity for the schools to make a direct attack on the problem of education for home and family living from nursery school through college. But this book does more than this. The first three chapters lay an excellent foundation on which to develop such a program. Pointing to the need for democratic living within the home and the effect of social life and social change upon the family, the responsibility of education is emphasized. "If the schools and colleges largely ignore home and family living and in their teachings and announced goals relegate marriage and family living to a minor unimportant aspect of life, then we cannot expect young people to think or act otherwise." (p. 26.)

Four major themes for family life education are proposed: the family as a cultural agent; the development and fulfillment of human personality in family living; realizing hopes and desires in marriage; and, the bearing and rearing of children. The educational program proposed for family living is to be coeducational, continuous, and different for different individuals. Family life will provide the situations and materials for study, homes and schools cooperating throughout. The good program will be a community program. The basic personality needs of individuals are interpreted at the different growth levels and their sig-

nificance for family life education discussed.

The next five chapters deal with programs of education for family living at the different school levels, elementary, high school, college, youth and adults, and in the preparation of teachers. Each takes up conditions and needs which made education for family living important at that level, conditions influencing what should be done, and suggestions in regard to the direction of future developments. Selected programs are discussed and a section picturing school activities is included.

The concluding chapter suggests activities which might lead to a broader and richer school program for educating in family living. These are down-to-earth, although not always easy to carry out, suggestions. Type activities suggested have to do with ways of understanding practices in family life in the community, removing school practices that stand in the way of effective family life, and enriching the quality of family life among faculty members. The point of view throughout the volume is that "the school has no more important role than that of contributing to the enrichment of family life." (p. 416.)

This book is most timely. It should be thoughtfully read by everyone concerned with the school program. It could well be used, along with other books bearing on family life education which have appeared this year, as a basis for discussion of the school's program by student, staff, and lay groups.

To this reviewer the section bearing on specific school programs appears

sketchy and less thoughtfully prepared than the earlier portion. This is no doubt due in part to limitations of space and in part to the conditions under which such contributions must inevitably be prepared. The next step may be to have a larger group at each level study their problems further. Certainly the first three chapters give those interested in any particular level much to think about for a long time to come.

Some people who read this book more or less casually may see little or no place for learning techniques having to do with the material aspects of living—feeding, clothing, and housing the family. Thoughtful study of the point of view expressed here should result in a discontinuance of such teaching as ends in themselves. If a choice must be made, few would question that the establishing of ideals concerning family living and the building of wholesome human relationships are more important than acquiring any particular techniques. Fortunately, no choice need be made. Such learning may go hand in hand. In our present society, families may have a much richer life, as their members know how to do an increasing variety of things. Children learn about their immediate world, grow in a feeling of belongingness as they participate successfully in the everyday activities of the home. Home living can be filled with opportunities for creative expression and these are all too limited today in the world at large. This book should offer a challenge for a new emphasis in learning techniques of the material aspect of living as a part of the necessary tools for secur-

ing "the treasures that are offered in daily life." (p. 1.)

IVOL SPAFFORD
University of Minnesota

AMERICAN COUNCIL ON EDUCATION
—*A Functional Program of Teacher Education as Developed at Syracuse University.* Washington, D. C.: American Council on Education. 1941. 259 p. Paper covers. \$1.25.

It is refreshing to discover this description of an intellectually competent and socially realistic program of teacher education in the midst of the vast aridity of much of the printed material on teacher preparation. The professional program at Syracuse, as described in this volume, is characterized by thoroughgoing attempts to base selection of students for preparation, choice, and organization of materials, methods of instruction, and evaluative processes upon clear and practical objectives pertinent to the demands made upon teachers by the modern public school. Especially noteworthy is the use made of extensive and varied field laboratory experiences and the careful coordination of lectures, readings, and discussions with these experiences and with each other.

It must be noted, however, that this volume gives little indication that the intelligently functional character of the teacher education program extends much beyond the elements of teacher preparation that are commonly designated as "professional." Despite an apparent attempt to be tactful with respect to the nature and purposes of other elements in the preparation of teachers, there are occasional incautious slips of expression and of factual reporting which indicate the heroic

proportions of the task of those who regard teaching in our public secondary schools as a professional job and attempt to deal with preparation for this service intelligently in the midst of our predominant academic tradition. "By the time students graduate from high school and especially by the time they have become juniors in college [when, at Syracuse, they enter the teacher-training program] their concept of the relationship between learner and subject matter is likely to be out of balance; that is to say, they are apt to have an undue respect for knowledge for knowledge's sake." (p. 89.) "If he [the student] learns to work unquestioningly on material that is not meaningful to him he learns little that will be meaningful in other situations—he learns to enjoy working with nonsense materials, or, perhaps, to dislike nonsense materials. . . ." (p. 123.) "One of the most difficult problems in preparing students for secondary school teaching is changing the idea that a science course in high school is merely a simplified edition of a college course in the same subject." (p. 178.) "The novice, with hours of regular college work behind him, is for a time lost in this study because here the emphasis is not so much upon facts to be learned as upon philosophy to be developed, a philosophy to serve as a directional influence in subsequent action." (p. 164.)

Syracuse has recognized the disadvantages arising from the fact that professional interests of students are held in suspense until the beginning of the junior year, from the subject-matter mindedness of departments not centrally concerned about teacher preparation, and from the relatively small amount of student time that is

devoted to purposeful preparation for their professional lives. Dependence is placed upon two devices of organization to meet these handicaps to effective teacher preparation: the dual professor and dual registration of students in the school of education and in the college of their original matriculation. Whether these devices are or can be efficacious will depend partly upon standards of judgment, including estimates of the weaknesses and strengths of human nature as exemplified in college professors and administrators whose personal distinctions and rewards have not depended upon the excellence with which they have contributed to the preparation of teachers. Experience and observation perhaps justify some pessimism. Apparently the authors of the report on the program at Syracuse have some reservations in their own judgment concerning the adequacy of these administrative devices, although they advance the best case that can be made. "A form of organization cannot force but may facilitate cooperation. It can be so planned that personnel *having the same objectives* (italics the reviewer's) can be brought to a realization of the fact and co-operative effort stimulated. 'Duality' can then gradually be substituted for the use of 'dueling'." (p. 23.)

ARTHUR J. KLEIN
Ohio State University

MITCHELL, LUCY SPRAGUE, BOWMAN, ELEANOR, AND PHELPS, MARY—*My Country 'Tis of Thee*. New York: Macmillan Company. 1940. 327 p. \$3.50.

Once in a while one runs across a book which evokes real enthusiasm, a

book written to be read with zest, as well as for information, stimulation, and guidance. Such a book is *My Country 'Tis of Thee* which is designed to give the reader some idea of the problems in three of our great natural resources—land, oil, and coal. This book is not an armchair story. It grows out of the travels of the authors, together with adequate library study for documentation and research. It admirably combines human experience and study.

The book has four sections: one on soil, one on coal, one on oil, and a concluding section. The organization of the first three sections is the same. Each one has three chapters, the first one on "We Look at the Present Scene" which, in each case, is a delightfully written story of direct contact with the problems and conditions in the particular resource field described. The second chapter in these sections gives the reader a historical sweep of what has happened to the resource and of the people who work in it. The third chapter in each section is an unusually interesting penetration into the geology of the resources which, in each case, is related very definitely to the problem of waste and replenishment. In the concluding section the authors give their opinion of what to do about it. The book ends with an epilogue written for production in choral speech and dance.

Just a few of the titles indicate the interest factor in the book, "Cockroaches to Capitalists," "Fugitive Mineral and Its Captives," "Ancient Decay Turns Modern Wheels," "Hard and Soft Coal; Hard and Soft People," "Damaged Soil and Damaged Lives," and "Who Owns the Earth?" The accuracy of the book may be attested

to by sufficient documentation from Farm Security Administration, the Soil Conservation Service, Bureau of Agricultural Economics, Bureau of Mines, and the Geological Survey and many others.

This is a book which every curriculum worker and every teacher should read, but it is also written so high school boys and girls can understand it easily. As such it is an unique book. No thinking person can read this book without feeling that life in America depends upon the resources that lie in the earth and upon the extent to which education causes people to use these resources intelligently.

J. PAUL LEONARD
Stanford University

SCHOENCHEN, GUSTAV—*The Activity School*. New York: Longmans, Green and Company. 1940. \$2.50.

This is a complex philosophical book on the activity school, so complex that one can scarcely do it justice in a brief review. It reflects its origin in a doctoral dissertation and is weighty with the detail and the vocabulary of the academics. Serious students will find this no objection. The pages are packed with an attempt at a synthesis of many things which bear on the activity school. It is the hope of the writer of the book that by reviewing contributions from many directions a checked realization of the growing significance of activity procedures may be secured. Thus we may move to sanity followed by a much-needed expansion in the direction of the best practice.

The synthesis uses many and diverse materials. It goes back into history, picks up the ideas of Comenius

and many others. It recognizes the signal understanding of Pestalozzi, greatest of them all. It attempts to check the advancing contributions of educators from then on, compiling lists which reveal the increasing vision. Teachers of the history of education should take note of this section. The development then swings to many near moderns, in many countries, giving a notion of the exfoliation of the growing understanding in Switzerland, Denmark, Germany, France, and elsewhere. Finally, it swings to the American scene.

The philosophical analysis which follows attempts to develop an enlightened view of the activity school—valid, indisputable in terms of child life, and free from accidental bias. Here is given an analysis of such undesirable deviations as that of the “child-centered” group and of those who place an overemphasis upon the creative aspects of learning. This part of the book provides a good opportunity for sentimentalists to secure an intellectual purge. We need to be delivered from many such who hold a prejudiced understanding which does the cause of the activity school no small harm. Again this section provides an excellent foil against which serious field workers should sharpen their notions. Teachers of education may use it as a basis for class discussion. It contains a certain hardness which will throw the discussion up

against realities in a most healthy fashion.

The concrete illustrations in the field of geography, which follow the philosophical account, aid much in giving an understanding of the author's meaning. He claims, and well enough, that much of the chatter and argument about the whole matter is due, not to misunderstanding of the concepts, about which almost all of us agree, but to the degree of relation which individuals establish between concepts agreed upon and practice achieved. This is an astute generalization worth the understanding.

Toward the end of the book this reader begins to lose interest. One might expect the development to lead up to the best contributions to theory and practice in America, with a full account of the work of Francis W. Parker and C. Hanford Henderson. But the treatment swings to the contributions of a German-Bohemian, Eduard Burger, and those of John Dewey. Perhaps we find herein the influence of the doctoral thesis upon the general background. All this is worth while enough, and if it be a disappointment to the general reader it is welcome to the scholar. On the whole, this is a serious book for serious people. It will reward any who will give it thorough study.

A. GORDON MELVIN

College of the City of New York



New Publications

BOOKS

- BOLTON, FREDERICK E. AND CORBALLY, JOHN E.—*Educational Sociology*. New York: American Book Company. 1941. 632 p. \$3.00.
- COLSON, EDNA MEADE—*An Analysis of the Specific References to Negroes in Selected Curricula for the Education of Teachers*. Contributions to Education No. 822. New York: Bureau of Publications, Teachers College, Columbia University. 1940. 178 p. \$2.00.
- DAVIS, ENNIS—*More Than a Pitch Pipe*. Boston, Massachusetts: C. C. Birchard and Company. 1941. 177 p. \$2.00.
- DYKEMA, PETER W. AND GEHRKENS, KARL W.—*The Teaching and Administration of High School Music*. Boston, Massachusetts: C. C. Birchard and Company. 1941. 614 p. \$4.00.
- LORWIN, LEWIS L.—*Youth Work Programs*. Washington, D. C.: American Council on Education, 744 Jackson Place. 1941. 195 p. \$1.75.
- MELVIN, A. GORDON—*Method for New Schools*. New York: The John Day Company. 1941. 301 p. \$2.95.
- NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS—*Arithmetic in General Education*. Sixteenth Yearbook. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 335 p. \$1.25.
- REID, CHARLES F.—*Education in the Territories and Outlying Possessions*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 593 p. \$3.85.
- RUGG, HAROLD—*That Men May Understand*. New York: Doubleday, Doran. 1941. 355 p. \$2.75.
- WARNER, W. LLOYD, JUNKER, BUFORD H., AND ADAMS, WALTER A.—*Color and Human Nature*. Washington, D. C.: American Council on Education. 1941. 296 p. \$2.25.
- WHITE PLAINS PUBLIC SCHOOLS—*Report of the Survey of the Public Schools*. White Plains, New York: Board of Education. 1940. 396 p. Paper covers. \$1.00.

PAMPHLETS

- BISSON, T. A.—*Shadow Over Asia*. Headline Books No. 29. Chicago, Illinois: Silver Burdett Company. 1941. 96 p. Paper covers. 25 cents.
- CONSUMER DIVISION, OFFICE FOR EMERGENCY MANAGEMENT—*Consumer Knowledge Builds Defense*. A selected bibliography of available pamphlet materials. Bulletin No. 11. Washington, D. C.: Consumer Division, Office for Emergency Management. 1941. 62 p. Paper covers. No price given.

- COUNCIL FOR SOCIAL ACTION—*Marriage and the Family in a Changing World*. New York: Council for Social Action, 289 Fourth Avenue. March 15, 1941. 39 p. Paper covers. 15 cents.
- CREDIT UNION SECTION, FARM CREDIT ADMINISTRATION—*Ten Close-Ups of Consumer Credit*. Washington, D. C.: Superintendent of Documents. 1940. 48 p. Paper covers. 15 cents.
- ELLWOOD, ROBERT SCOTT—*An Evaluation of the Unit-Directed Study Procedure*. Normal, Illinois: Illinois State Normal University. 1939. 50 p. Paper covers. No price given.
- POWELL, RUTH B.—*Educating the Consumer*. Part II: Consumers' Guide to Commodity Buying. Section I: Income Division, Food, Clothing. Madison, Wisconsin: University Extension Division, University of Wisconsin. 1940. 75 p. Mimeographed. 25 cents.
- HAMILTON, SAMUEL L.—*What It Takes to Make Good in College*. Public Affairs Pamphlets No. 53. Chicago, Illinois: Silver Burdett Company. 1941. 32 p. Paper covers. 10 cents.
- HEIMERS, LILI—*Safety Education*. A Tentative List of Visual and Teaching Aids. Upper Montclair, New Jersey: State Teachers College. 1941. 6 p. Mimeographed. 15 cents.
- INSTITUTE FOR CONSUMER EDUCATION—*Defense and the Consumer*. Public Affairs Pamphlets No. 54. New York: Public Affairs Committee, 30 Rockefeller Plaza. 1941. 31 p. Paper covers. 10 cents.
- KENT, CONSTANCE—*The Pros and Cons of Consumer Credit*. New York: Workers Education Bureau Press, Inc. 1941. 30 p. Paper covers. 10 cents.
- NEW JERSEY STATE TEACHERS COLLEGE—*Visual and Teaching Aids in the Realm of Biology*. Upper Montclair, New Jersey: State Teachers College. 1941. 21 p. Mimeographed. 50 cents.
- PROGRESSIVE EDUCATION ASSOCIATION—*New Methods versus Old in American Education*. New York: Bureau of Publications, Teachers College, Columbia University. 1941. 56 p. Paper covers. 60 cents.
- SOCIETY FOR CURRICULUM STUDY—*Building America*, Volume 6, Number 5. Radio. New York: Americana Corporation, 2 West Forty-Fifth Street. February, 1941. 29 p. Paper covers. 30 cents.
- STEWART, MAXWELL S.—*America's Factories*. Public Affairs Pamphlet No. 55. New York: Public Affairs Committee, Inc., 30

- Rockefeller Plaza. 1941. 31 p. Paper covers. 10 cents.
- ZORBAUGH, GRACE S. M.—*The Consumer Movement and Business*. Columbus, Ohio: Ohio State University Bookstore. 1941. 15 p. Paper covers. 35 cents.

CURRICULUM BULLETINS

- ATLANTIC CITY PUBLIC SCHOOLS—*Health and Safety Handbook*. Atlantic City, New Jersey: Public Schools. 1940. 19 p. Paper covers. No price given.
- FAIRVIEW PUBLIC SCHOOLS—*Improvement of the Curriculum in the Fairview Public Schools*. Cullman, Alabama: Fairview Public Schools, Route 2. 1940. 120 p. Paper covers. 50 cents.
- FARTHING, DOROTHY K.—*Techniques for the Appraisal of Elementary School Instructional Programs Which Conform to Newer Practices*. Jefferson City, Missouri: State Department of Education. 1940. 86 p. Paper covers. 25 cents.
- GREEN BAY, WISCONSIN, PUBLIC SCHOOLS—*Flexible Experience Units in Social Studies*. Green Bay, Wisconsin: Board of Education. 1941. Mimeographed. Grade 4, 213 p., 75 cents; Grade 6, 240 p., \$1.00.
- NEW ROCHELLE PUBLIC SCHOOLS—*Outline of a Suggested Program in Mathematics*. Volume I: Kindergarten through Grade 7. New Rochelle, New York: Public Schools. 1940. 65 p. Mimeographed. No price given.
- OKLAHOMA STATE DEPARTMENT OF EDUCATION—*A Guide to Study of the Curriculum*. Bulletin No. 1. Oklahoma City,

Oklahoma: State Department of Education. 1941. 152 p. Paper covers. No price given.

- UNIVERSITY OF OREGON PUBLICATIONS—Eugene, Oregon: Curriculum Laboratory, University of Oregon. Mimeographed.
- Free and Inexpensive Materials*. Bulletin No. 4, Revised. By Elizabeth Findly. 1940. 20 p. 25 cents.
- Bibliography for Units on Mexico*. By Louise Nimmo and Merle Nimmo. 1941. 20 p. 25 cents.

- PHILIPPINES DEPARTMENT OF PUBLIC INSTRUCTION PUBLICATIONS—Manila: Department of Public Instruction, Commonwealth of the Philippines. 1940. Mimeographed. No price given.
- Course of Study in Retail Merchandising*. Course I: For the Third Year. Course II: For the Fourth Year. 459 p.
- Course of Study in the National Language*. For Non-Tagalog-Speaking Provinces, 33 p.; For Tagalog-Speaking Provinces, 38 p.

SCHOOL BOOKS

- A Singing School*. Teacher's Manual for Merry Music. Boston, Massachusetts: C. C. Birchard and Company. 1940. 62 p. Paper covers. No price given.
- McMURRAY, DEVON—*All Aboard for Alaska*. Boston, Massachusetts: D. C. Heath and Company. 1941. 159 p. 96 cents.
- The Pocket Bible*. New York: Pocket Books, Inc., 1230 Sixth Avenue, Rockefeller Center. 1941. 489 p. 25 cents.

